

# South Dakota Test of Educational Progress

South Dakota Test of Educational Progress Alternate Assessment  
(DSTEP-A)

South Dakota Test of Educational Progress  
(DSTEP)



## 2010 Test Coordinator Handbook

District Test Coordinator

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Cell: \_\_\_\_\_

E-mail: \_\_\_\_\_

Overview

Policy and  
Procedures

Participation

Testing  
Schedules

Before Testing

DSTEP-A

DSTEP

Home School

**Test Security:** All *South Dakota State Test of Educational Progress (DSTEP)* and *South Dakota State Test of Educational Progress Alternate Assessments (DSTEP-A)* testing materials are confidential and must not be reviewed except to the extent necessary for test administration. Teacher/examiners must ensure the confidentiality of the testing materials under their control and take no actions that review, record, or release the content of the tests.

All testing materials are confidential and secure. No part of any test material may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or placement in any information storage and retrieval system.

To report ethics violations anonymously, you may report through this secured website:

<http://www.surveymonkey.com/s/3YK9FJF>

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## Important Dates

Key dates for the Spring 2010 administrations are listed below:

### **DSTEP-A**

SDDOE submits SIMS Student Data File to Pearson	December 2, 2009
SDDOE and Pearson conduct pre-test workshops	January 11–14, 2010
Delivery of test materials to districts	January 11–15, 2010
Additional order material via Pearson SchoolHouse	January 19–27, 2010
Test administration window	February 1–March 12, 2010
Scorable materials picked up at districts	March 17, 2010
Scorable materials arrive at Pearson	March 19, 2010

### **DSTEP**

SDDOE submits SIMS Pre-ID file to Pearson	January 19, 2010
SDDOE and Pearson conduct pre-test workshops	February 1–5, 2010
Delivery of test materials to districts	March 1–5, 2010
Additional order material via Pearson SchoolHouse	March 8–26, 2010
Test administration window	March 29–April 16, 2010
Scorable materials picked up at districts	April 21, 2010
Scorable materials arrive at Pearson	April 23, 2010

## Alerts

### Participation in the *DSTEP Alternate Assessment (DSTEP-A)*

Students with the most significant cognitive disabilities who receive scores of “Applying” or “Advancing” based on extended academic content standards may be included in AYP calculations as proficient, but proficient scores may not exceed 1% of the total student population in grades 3 through 8 and 11.

#### South Dakota Significant Cognitive Disability Eligibility Criteria

1. The student has an active IEP with annual goals and short-term objectives/benchmarks which focus on the extended content standards; and
2. The student’s cognitive abilities are 2.0 standard deviations or more below the mean (inclusive of the standard error of measurement); and
3. The student primarily requires direct and extensive instruction to acquire, maintain, generalize, and transfer skills done in naturally occurring settings of the student’s life (e.g. school, community, home, vocational/career, and recreation and leisure).

Decisions about whether a student participates in the *DSTEP* assessment under standardized testing conditions or participates with standard accommodations must be made on an individual basis by the student’s IEP or Section 504 team. If it is determined that a student with a disability cannot participate in the *DSTEP* assessment with standard accommodations, the student must be assessed utilizing the *DSTEP-A* (alternate assessment). Documentation of meeting the criteria for significant cognitive disability must be maintained in the student’s file, and the use of the alternate assessment (*DSTEP-A*) must be written into the IEP after such determination by the IEP team.

### Participation in the *South Dakota Test of Educational Progress (DSTEP)*

**Private and alternative-site schools classified as accredited or approved by the South Dakota Department of Education are to administer the *South Dakota Test of Educational Progress (DSTEP)* assessment.** Students who are state-placed or district-placed must be included in the State of South Dakota’s Accountability Plan for *No Child Left Behind*. **All** students are required to be accounted for and included in local districts as appropriate. The cost of testing is covered by the State of South Dakota and a list of private and alternative-site schools is available.

**The Bureau of Indian Education (BIE) schools will participate in the *DSTEP* assessment** as required by the BIE. BIE schools are expected to follow the same guidelines as public schools, including keeping tests secure and returning test materials on time.

**Home School and other Non-accredited Alternative Instruction Programs (13-27-3)** are required to test grades 2, 4, 8, and 11. The *Stanford Achievement Test Abbreviated Battery, Form D* test materials will be provided by the state and must be ordered through local school districts. *DSTEP* and the *DSTEP-A* assessment materials are **NOT** to be used for Home School and other Non-accredited Alternative Instruction Programs.

## For Assistance

Before you begin preparations for testing, please read this manual carefully so that you are familiar with the tasks to be performed. Use the resources listed below if you have additional questions or concerns.

### Test Coordinator Resources

1. Consult the SDDOE website at <http://doe.sd.gov/octa/assessment>
2. Contact the District Test Coordinator.

\*The District Test Coordinator will contact the SDDOE for any unanswered questions.

### District Test Coordinator Resources

1. Consult the SDDOE website at <http://doe.sd.gov/octa/assessment>
2. Review the SDDOE Bullets administration
3. SDDOE Assessment Office (For Policy, Student Enrollment, Accommodations, or Reports issues)  
Gay Pickner—Director of Assessment  
Office number: 605-773-3247  
Cell phone: 605-280-3613  
Fax number: 605-773-3782  
Email address: [gay.pickner@state.sd.us](mailto:gay.pickner@state.sd.us)
4. SDDOE Special Education Office (For IEP, *DSTEP-A*, or Special Populations Policy issues)  
Linda Turner—Education Program Specialist  
Office number: 605-773-6119  
Fax number: 605-773-3782  
Email address: [linda.turner@state.sd.us](mailto:linda.turner@state.sd.us)
5. SDDOE Special Education Office (For IEP, accommodation, Large print and Braille or Special Populations Policy issues)  
Elizabeth Jehangiri—Education Program Specialist  
Office number: 605-295-2949  
Fax number: 605-773-3782  
Email address: [elizabeth.jehangiri@state.sd.us](mailto:elizabeth.jehangiri@state.sd.us)
6. SDDOE Write to Learn  
Erin Larsen—Technology Specialist  
Office number: 605-773-2533  
Fax number: 605-773-3782  
Email address: [erin.larsen@state.sd.us](mailto:erin.larsen@state.sd.us)
7. SDDOE Data Office (For Student Records, AYP, or Updating Data issues)  
Laura Ellenbecker—Management Analysis  
Office number: 605-773-4727  
Fax number: 605-773-3782  
Email address: [laura.ellenbecker@state.sd.us](mailto:laura.ellenbecker@state.sd.us)
8. Pearson, Inc. (For SchoolHouse, Packaging, Returning Materials, Tracking Materials issues)  
Phone number: 1-888-827-1089



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## Purpose of this Manual

This *Test Coordinator Handbook* (TCH) is intended to assist in the administrations of the *South Dakota Test of Educational Progress*, including the *DSTEP-A* and *DSTEP*. This manual provides District and School Test Coordinators with information on the coding, logistical, and paper-handling requirements at the district and school levels. Specific instructions for the administration of the tests are contained in the *Directions for Administering* (DFA).

This manual outlines responsibilities of District Test Coordinators and Teacher/examiners for:

- Receiving and distributing test materials
- Administering the test
- Collecting, packaging, and returning all test materials to Pearson's Scoring Center

## Annual Tests

The *South Dakota Test of Educational Progress Alternate Assessment (DSTEP-A)* is an annual administration for students with significant cognitive disabilities. Each student in this category has an active IEP with annual goals and short-term objectives/benchmarks that focus on the extended content standards, cognitive abilities that are 2.0 standard deviations or more below the mean (inclusive of the standard error of measurement), and primarily requires direct and extensive instruction to acquire, maintain, generalize, and transfer skills done in naturally occurring settings of the student's life.

The *South Dakota State Test of Educational Progress (DSTEP)* is the assessment system for accountability used to measure student proficiency and adequate yearly progress in South Dakota schools. The South Dakota Department of Education (SDDOE) requires the annual administration of the *DSTEP* to **ALL** students in grades 3 through 8 and 11. According to the *No Child Left Behind Act of 2001* (NCLB) and SDCL 13-3-55, schools are required to show improvement each year in student proficiency levels defined by the South Dakota Content Standards in reading and mathematics for grades 3 through 8 and 11, and in science for grades 5, 8, and 11.

The Stanford 10 Form D abbreviated version will still be provided by Pearson. Home School students in Grades 2, 4, 8 and 11 must be tested. If the parent elects to use the Stanford 10 assessment, the state will pay for the materials and the scoring associated with these tests. If the parent elects to utilize a different test, the parent will be responsible for paying for the testing materials.



# Part 2

## Policy and Procedures

### Test Security

It is important to follow all security measures before, during, and after each administration to ensure the integrity and validity of the assessment. All assessment materials must be kept in a secure location except when being utilized by students. Teacher/examiners are asked to report any questions/concerns regarding test security to the district's testing coordinator. The Test Coordinator should report any incident to the SDDOE utilizing the *Report of Test Irregularity* form available on page 63 of this handbook and on the SDDOE website at <http://doe.sd.gov/octa/assessment/documents/TestIrregularityForm2010.doc>.

**Cell phones, iPods®, pagers, and other communication devices** that can be used to transmit information and capture images must be turned off and kept out of view and reach during the test administration. Use of these devices during testing will result in an irregularity and possible invalidation of test scores.

**Students' backpacks and purses** should be placed at a distance from students' seats so they may not retrieve items without leaving their seats.

The Test Coordinator is to maintain an accurate record of assessment materials distributed to each teacher/examiner. Emphasize the importance of maintaining test security throughout the administration. Test security agreement/affidavits must have the appropriate areas filled out prior to testing. Upon completion of testing, complete the form, make a copy for the district files, and send the original to the SDDOE. By signing these documents, teacher/examiners and testing coordinator agree to exercise necessary precautions and follow established procedures that will help ensure the security of the content of all assessment materials. Upon completion of testing, all test materials are to be collected and returned as directed by the state's assessment vendor. SDDOE staff will make announced test site visits to districts in the state to monitor security of the different administrations.

### Duties and Responsibilities

**The District Test Coordinator is responsible for the following:**

- Developing and implementing a district test materials handling plan to ensure that all test materials used in this assessment will not be compromised before, during, or after the test administration.
- Ensuring that all materials are kept in a **secure and limited-access location** at all times, whether the materials are at the district administrative office, another secure facility, or at the schools. The testing materials must be transferred to and from schools so that the time they remain there is minimal.
- Planning and implementing training for test coordinators, school administrators, test teacher/examiners, and other staff members who are involved in the testing process.
- Identifying and training teacher/examiners and backup personnel.
- Following appropriate procedures for counting, distributing, collecting, and returning test materials.

- Maintaining security of test data files at all times.
- Investigating any lapse in security, loss of materials, or other testing irregularities and implementing a corrective action plan to prevent future irregularities.
- During the test, plan for, ensure the appropriate use of, and follow appropriate procedures for students with disabilities, 504 as documented in their individual education plan, and/or for limited English language students as documented in their Language Acquisition Plan.
- Students identified as English Language Learners (ELL) that require the use of accommodations must have documentation maintained in their Language Acquisition Plan (LAP).

## Pre-Identification Labels for Student Identification

The pre-identification (Pre-ID) process helps ensure that test scores are attributed to the correct student. Prior to each administration SDDOE will provide a student data file to Pearson for Pre-ID labels to be printed. It is very important that the information contained in SIMS/Infinite Campus is current and accurate. During the scoring process the Pre-ID labels are scanned and become the resource for reporting student scores. Furthermore, after scoring is completed Pearson supplies SDDOE a preliminary data file to ensure that the demographics contained in the score file matches the state database. The information in the state database is considered final.

## Students Who Move Out of District or Are New Enrollments

If you have a Pre-ID label for a student who has moved out of the district, you should destroy the label. In addition, if a student arrives from another district and the district has supplied you with a Pre-ID label, you will need to destroy the label. The information contained within the label identifies the student with a particular district. If the incorrect label is used, the student will be reported to the prior school/district. The student and teacher will need to complete the demographic page of the answer document. If a label has been applied, you can either complete a new answer document or using a black marker cross out all information on the student label and bubble in the correct information. If a label is applied to any document, the information on the label overrides anything that is bubbled on the demographic page.

## Assure Wider Access Not Advantage

The goal of the South Dakota Test of Educational Progress is to assure **every student** has the opportunity to access the test without providing a special advantage. The decision to test should be made on an individual basis, and these alterations in procedures must not be used for the first time on state tests.

Further information regarding accommodations is located within each test administration chapter within this manual.

If you have further questions regarding students without an IEP, contact Gay Pickner for guidance. For students that have an IEP in place, contact Elizabeth Jehangiri for guidance.

# Part 3

## Participation

### *DSTEP-A*

On December 9, 2003, revised regulations providing new flexibility for calculation of adequate yearly progress (AYP) under NCLB were published. These regulations allow for states to determine the definition of “students with significant cognitive disabilities.” Caution is given to IEP teams to absolutely avoid over-representation of those students deemed “significantly cognitively disabled.” Students with the most significant cognitive disabilities who receive scores of “Applying” or “Advancing” based on extended academic content standards may be included in AYP calculations as proficient, but proficient scores may not exceed 1% of total student population in grades 3 through 8 and 11.

### *DSTEP*

The *DSTEP* is the assessment system for accountability used to measure student proficiency and adequate yearly progress in South Dakota schools. The SDDOE requires the annual administration of the *DSTEP* to **ALL** students in grades 3 through 8 and 11. According to NCLB and SDCL 13-3-55, schools are required to show improvement each year in student proficiency levels defined by the South Dakota Content Standards in reading, mathematics, and science.

Further clarifications of requirement for participation can be found in the chapters that relate to each of the test administrations.

### **Home School**

Students who are enrolled as home school and non-accredited in grades 2, 4, 8, and 11 must be tested utilizing a norm-referenced test. The state will pay for the SAT 10 Form D abbreviated test and scoring for this purpose. If another norm-referenced test is used, the parent or the non-accredited school will bear the expense for the materials and scoring.



# Part 4

## Testing Schedules

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### Suggested Testing Schedules

Approximate testing times are provided for planning purposes only. Take into consideration that each of the following tests are a series of untimed sessions and students should be provided with as much time as they need to complete each subtest. It is recommended that each content area of the assessment be administered on different days with stretch breaks between test sessions as noted in the DFA and students' test materials.

#### *DSTEP-A*

Due to the nature of this test for students with cognitive disabilities, there are no projected testing timelines established.

## DSTEP

Approximate testing times are provided for planning purposes only. Take into consideration that the *DSTEP* consists of a series of untimed subtests. Students should be provided with as much time as they need to complete each test session.

	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 11</b>
<b><i>Reading</i></b>	<b>2.3–3.0 hours</b>	<b>2.3–3.0 hours</b>	<b>2.3–3.0 hours</b>	<b>2.3–3.0 hours</b>	<b>2.3–3.0 hours</b>	<b>2.3–3.0 hours</b>	<b>2.3–3.0 hours</b>
First Session	35–45 min.	45–60 min.	45–60 min.	45–60 min.	45–60 min.	45–60 min.	45–60 min.
Second Session	35–45 min.	45–60 min.	45–60 min.	45–60 min.	45–60 min.	45–60 min.	45–60 min.
Third Session	35–45 min.	45–60 min.	45–60 min.	45–60 min.	45–60 min.	45–60 min.	45–60 min.
Fourth Session	35–45 min.	N/A	N/A	N/A	N/A	N/A	N/A
<b><i>Mathematics</i></b>	<b>2.3–3.0 hours</b>	<b>2.3–3.0 hours</b>	<b>2.3–3.0 hours</b>	<b>2.3–3.0 hours</b>	<b>2.3–3.0 hours</b>	<b>2.3–3.0 hours</b>	<b>2.3–3.0 hours</b>
First Session	45–60 min.	45–60 min.	45–60 min.	45–60 min.	45–60 min.	45–60 min.	45–60 min.
Second Session	45–60 min.	45–60 min.	45–60 min.	45–60 min.	45–60 min.	45–60 min.	45–60 min.
Third Session	45–60 min.	45–60 min.	45–60 min.	45–60 min.	45–60 min.	45–60 min.	45–60 min.
<b><i>Science</i></b>	<b>N/A</b>	<b>N/A</b>	<b>1.8–2.3 hours</b>	<b>N/A</b>	<b>N/A</b>	<b>1.8–2.3 hours</b>	<b>1.8–2.3 hours</b>
First Session	N/A	N/A	35–45 min.	N/A	N/A	35–45 min.	35–45 min.
Second Session	N/A	N/A	35–45 min.	N/A	N/A	35–45 min.	35–45 min.
Third Session	N/A	N/A	35–45 min.	N/A	N/A	35–45 min.	35–45 min.
<b>Total Testing Time</b>	<b>4.6–6.0 hours</b>	<b>4.6–6.0 hours</b>	<b>6.4–8.3 hours</b>	<b>4.6–6.0 hours</b>	<b>4.6–6.0 hours</b>	<b>6.4–8.3 hours</b>	<b>6.4–8.3 hours</b>

# Part 5

## Before Testing

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### Communication with District and School Staff

District Test Coordinators must communicate testing dates and special needs to all departments in their school districts. Testing may have a direct impact on transportation, office managers/registrars, food service, special programs, and/or custodial and maintenance staff.

Additionally, testing schedules must be communicated with staff responsible for scheduling music, drama, academic competitions, athletic, and other events in order to preclude conflicts.

### Communication with Parents and Students

Schools must communicate information to students and parents about the administration of the South Dakota tests and how the results will be used. The communication should describe:

- The purpose of the tests
- When the tests will be administered
- What the tests will be like
- How the results will be used
- How student, school, and district results will be reported
- The use of accommodations for individual students
- Parent Information Letter

### Test Preparation

The educational community is sometimes uncertain as to what practices legitimately contribute to the “opportunity to learn,” as opposed to the narrower concept of “teaching to the test.” The former is a positive endeavor meant to help students learn the desired skills and competencies, whereas the latter activity is a negative approach that would provide students instruction only on items that are mirror images or clones of the items on the test.

A test is designed to generate a score from which the user wishes to draw an inference. The score itself carries the idea of “validity” in that the user can make either valid or invalid inferences about the student from the score. Typically, test results are used by a parent or educator to determine how well the student is performing, for example, in a domain of interest such as mathematics computation. Test questions are written to sample the domain of interest that would, of course, vary from test to test.

If the student is provided instruction in reading and earns a high score, one infers that he/she could do well on another test of items from the same domain. If, on the other hand, the student had only been given instruction on the style of items on that particular test, the inference would be limited to the student’s ability to perform again on that very instrument with the same style of items.

If the student cannot handle or does not understand the test format or other materials associated with the administration, it is likely that the results will not reflect the student's true level of proficiency. It is desirable for students to be given a certain amount of practice so they will be familiar with the format of the test questions on the tests. Students need to be given practice with a multiple-choice format in regular instructional activities. Such test preparation activities should be viewed as being a continual process, not something that is only done immediately prior to testing.

## **Identifying Teacher/ examiners**

All tests must be administered by a teacher/examiner. A teacher/examiner is a trained staff member (e.g., teachers, paraprofessionals) of a school district under the general supervision of a certified employee. Student teachers and interns have a contractual relationship with the school district—even though they are not paid employees—and may assist as teacher/examiners in the administration of the tests. Teacher/examiners must not be parent volunteers.

## **Training Teacher/ examiners**

The District Test Coordinator is responsible for training teacher/examiners before the test administration. PowerPoint® presentations will be available online after the pre-test workshops are completed to assist with this training:

Topics for the teacher/examiner training session should include the following:

- Clarifying new or changed procedures
- Maintaining test security throughout the administration
- Receiving and handling test materials
- Handling of Pre-ID labels and ensuring the labels are placed correctly on the scorable documents
- Arranging for appropriate accommodations as necessary
- Coding student information on the test booklets without Pre-ID labels
- Administering the tests
- Reporting a perceived error on a test
- Documenting student absences and scheduling make-up testing
- Documenting student accommodations
- Invalidating a section(s) of a test
- Preparing all booklets for return
- Completing the Scoring Services Identification (SSID) Sheet
- Identifying all unused pre-identified booklets

## Training Administrators

Administrators must additionally plan for:

- Ensuring that all data in the Student Information System is current and accurate
- Keeping parents informed about the testing and the importance of children's attendance
- Communicating testing schedule with parents
- Communicating the testing schedule and special needs to support staff
- Monitoring classrooms and hallways during testing

Familiarize yourself with this section of the TCH and the *DSTEP* DFA prior to your training session(s). Teacher/examiners should review the DFA prior to testing. You may want to collect the DFA after training and then redistribute the directions prior to testing to ensure that all teacher/examiners receive a copy for the administration. Additional copies of the DFA can be downloaded from the SDDOE website at: <http://doe.sd.gov/octa/assessment/dakSTEP/index.asp>.

## Ensuring Test Security

There are four fundamental dimensions to the security issue. First, the tests must be maintained in a secure manner and not revealed to students or teacher/examiners prior to testing. To do otherwise would give some students an unfair advantage over those who had not seen the questions. Moreover, the test would no longer be examining students' achievement but would merely assess recall of answers to the specific questions that are on the test.

Second, the students must not be given inappropriate assistance during the time they are taking the test (e.g., visual or audible clues that lead the students to the correct answer, materials on the walls or blackboards that assist students in finding correct answers, or explanations that lead the student to the correct answer) or have their answers changed after the test has been administered. Teachers are not allowed to pronounce a word or provide students with the definitions of words on the assessment. In either case, the test would no longer be an accurate measure of the students' skills.

Third, the test has to be maintained in a secure manner before and after administration because items are reused over time. Thus, it would create an unfair advantage if some students had access to the "old items" because some of those items could reappear on future forms of the test.

Finally, a more subtle issue is that teachers are not permitted to study, read, inspect, or copy the test before, during, or after it has been administered. Again, this would give an unfair advantage to certain teachers and students when the test is next administered.

## Receipt of Materials

Upon receipt of the district's or school's testing materials, check the quantities against the Packing List that was sent with the materials. The Packing List is located in the first box of your district or school boxes (Box 1). The Packing List indicates all materials included in your shipment. The district is responsible for the return of all materials received, used or unused.

You must have sufficient materials for all schools in your district. It is imperative that you verify your district's or school's materials immediately upon receipt so that you can obtain the correct quantity of materials prior to testing. If your district or school does not receive the necessary quantities of student testing materials for administering the assessments, the District Test Coordinator should immediately place an additional order using the SchoolHouse website at <http://www.ncsschoolhouse.com>.

Before the first test session, verify the materials received for each school. It is vitally important that all booklets are kept in a secure, limited-access storage area until they are distributed to the teacher/examiners.

It is the Test Coordinator's responsibility to ensure that the security of all test booklets is adequately maintained prior to, during, and after the test administration. You should instruct the teacher/examiners to contact you if they have questions about establishing a secure environment in their schools for the test materials.

## Distribution of Materials

Test Coordinators are responsible for ensuring that each site has the appropriate materials prior to the start of each testing session. Test booklets should be distributed immediately prior to the beginning of each session and should be returned to secure storage at the completion of testing.

## Preparing Materials

Adhesive Pre-ID labels will be provided for **all** students that are in the SIMS database. The information will be pulled from SIMS/Infinite Campus by **January 19, 2010** for the *DSTEP* test administration. These labels must be applied by the administrator to the demographic page of each response booklet prior to testing. Information for the *DSTEP-A* student labels will be collected by **December 2, 2009**. For students without Pre-ID labels, the demographic page must be completed according to the instructions located in the test-specific section of this manual.

## Ensuring a Proper Testing Environment

Test administration should be conducted in rooms that do not crowd students. Adequate lighting, ventilation, freedom from noise and interruptions, comfortable seats and smooth, hard writing surfaces are important factors to consider when selecting a test site. The writing surfaces should be large enough to accommodate a test booklet and a response booklet, and students should be seated in such a way that they will not be tempted to look at the answers of others. To prevent confusion, seating arrangements should be completed prior to test administration.

# Part 6

## DSTEP-A

### Activities Before Administration

#### Receiving and Inventorying Assessment Materials

Verify the contents of the *DSTEP-A* assessment materials shipment against the quantities indicated on the packing list, and determine if there are sufficient assessment materials for Special Education teacher/examiners and their colleagues.

If there is a discrepancy between the packing list and the quantities received, contact the **Pearson Customer Support Center** at 1-888-827-1089. If additional assessment materials are needed, access the Pearson SchoolHouse website at [www.ncsschoolhouse.com](http://www.ncsschoolhouse.com).

Organize the assessment materials by Special Education teacher/examiner to facilitate distribution prior to administration. Retain the shipping cartons for use when returning materials to Pearson.

**Effective in 2008, Pearson will be supplying materials for Grades 3 through 8, and 11. No off-grade materials will be shipped from Pearson. Contact the Special Education Department at the SDDOE if the district administers district-wide assessment and needs the alternate assessment for grades K–2 and/or 9 & 10.**

#### Assessment Materials Provided

- *DSTEP-A* DFA (one used for all grades)
- Grade-specific *DSTEP-A* Rating Forms (two per student)
- Grade 10 Writing checklist (two per student); this item must be ordered through SchoolHouse.
- *DSTEP-A* Data Collection Form\* (for submitting Supporting Evidence) (15)
- *DSTEP-A* Score Resolution Worksheet\* (3)
- Envelopes for returning each student's assessment materials
- *Test Coordinator's Kit*, including:
  1. FedEx shipping labels
  2. HOT PINK peel-and-stick return labels for SCORABLE materials
  3. GREEN peel-and-stick return labels for NON-SCORABLE materials
  4. Student Name Labels (these labels will be placed on the supporting evidence envelopes and the data collection forms). Each student will have 20 of these labels produced.
  5. District Cover Letter

(\* These forms may be copied if necessary.)

## Ensure the Security of Assessment Materials

It is important to follow all security measures before, during, and after the administration to ensure the integrity and validity of the assessment. All assessment materials must be kept in a secure location except when being utilized by Special Education teacher/examiners and colleagues.

*Test Security Agreements/Affidavits* must have the appropriate areas filled out prior to testing. Upon completion of testing, complete the form, make a copy for the district files, and send the original to the SDDOE.

### Before the administration of the *DSTEP-A* assessment

1. **Fill in the title of the *DSTEP-A* assessment on the Test Security Agreement/Affidavit.**
2. **Review and sign the *Test Security Agreement/Affidavit* for test coordinators.**
3. **Copy and disseminate the *Test Security Agreement/Affidavit* to all teacher/examiners and collect the signed documents prior to distributing assessment materials.**
4. **Send the original Test Security Agreement/Affidavit to:**

Gay Pickner  
c/o South Dakota Department of Education  
700 Governors Drive  
Pierre, SD 57501

5. **Retain a copy of the *Test Security Agreement/Affidavit* for your records.**

## Training for Special Education Teacher/examiners

Training for the *DSTEP-A* test administration will be provided by the SDDOE and Pearson during the week of **January 11 through 14, 2010**. Training materials will be available for review on the SDDOE website following these sessions. Special Education teacher/examiners and colleagues are required to verify that they received training for the *DSTEP-A* test administration by signing the training statement on the demographic page for each student. During the training, ensure that teachers understand that the **Grade 10 Writing Checklists** must be returned with the *DSTEP-A* assessments.

It is the test coordinator's responsibility to ensure that Special Education teacher/examiners receive training to ensure the successful administration of the *DSTEP-A* assessment. This training should include information provided by the South Dakota Department of Education and Pearson, this section of the *Test Coordinator's Handbook*, and the *DSTEP-A* DFA. Carefully review the *DSTEP-A* DFA as well as the *Rating Forms* and *Data Collection Form* prior to your training session(s).

## Schedule Assessments and Dates

Work with test coordinators and teacher/examiners to ensure the *DSTEP-A* assessment is administered in your school/district within the statewide administration period of **February 1–March 12, 2010**. You must have materials picked up by FedEx no later than **March 17, 2010** to ensure a timely delivery of materials to Pearson. Your schedule must allow time for the assembly and shipment of all scorable materials to arrive at Pearson **NO LATER THAN March 19, 2010**.

## Distribute Assessment Materials to Special Education Teacher/examiners

Test coordinators are to maintain an accurate record of assessment materials distributed to each Special Education teacher. Emphasize the importance of maintaining test security as well as following the instructions provided in this TCH and the *DSTEP-A* DFA.

To ensure accurate and reliable results, Special Education teacher/examiners should thoroughly review the *DSTEP-A* DFA and the assessment materials before beginning the assessment. The *DSTEP-A* DFA provides Special Education teacher/examiners with specific instructions for completing and submitting *Rating Forms* and supporting evidence.

Distribute the *Data Collection Forms*, *Score Resolution Worksheets*, and envelopes to Special Education teacher/examiners and/or test coordinators for use in organizing and returning completed assessment materials.

## Activities During Administration

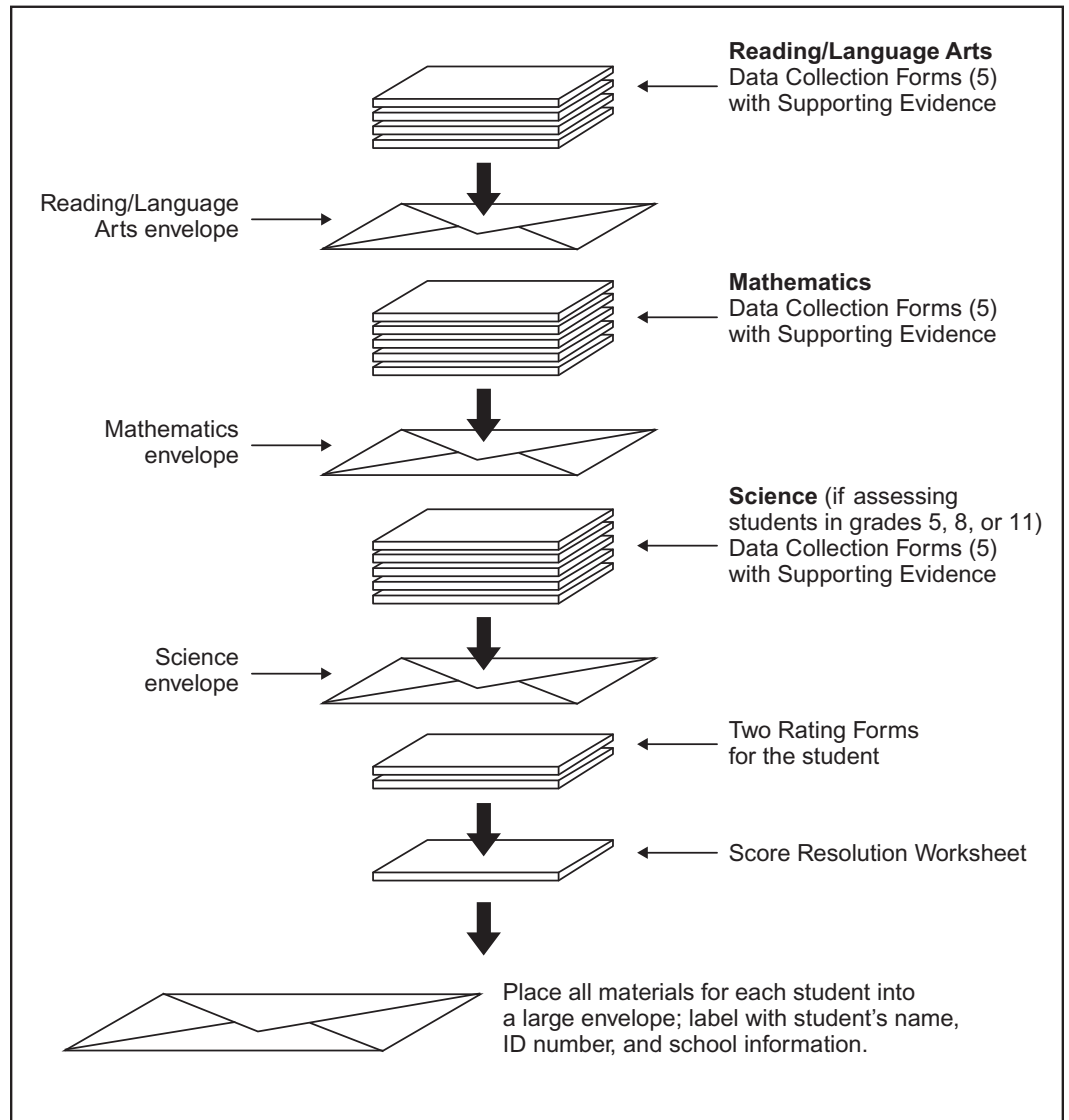
Monitor the assessments conducted in your school(s). Ensure that the guidelines and procedures described in this *Test Coordinator's Handbook* and the *DSTEP-A* DFA are adhered to, and be available to answer questions and resolve problems. Utilize the *Test Irregularity Form* found in the back of this document and on the SDDOE website at [http://doe.sd.gov/octa/assessment/dakSTEP/docs/TestIrregularityForm\(2.6.06\).doc](http://doe.sd.gov/octa/assessment/dakSTEP/docs/TestIrregularityForm(2.6.06).doc) to document and resolve any test security issues with the South Dakota Department of Education.

## Activities After Administration

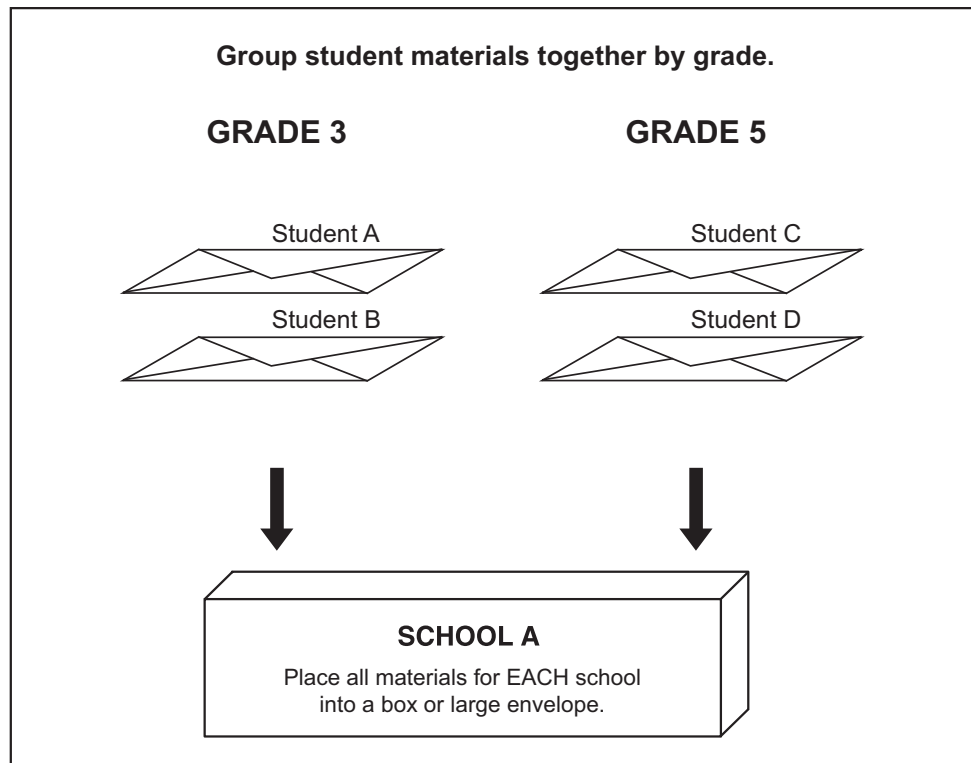
Collect all assessment materials from Special Education teacher/examiners and/or test coordinators. Verify that the scorable materials are packaged and labeled by school.

**Student Materials:** Special Education teacher/examiners are responsible for packaging the assessment materials for each student. Supporting evidence (student work samples) must be accompanied by *Data Collection Forms* and packaged in content-specific envelopes. *Rating Forms* (2 per student), the *Score Resolution Worksheet*, and the content-specific envelopes for each student are then packaged together in the large envelope (or box) as shown on the following page.

## Packing Diagram for *DSTEP-A* Student Materials

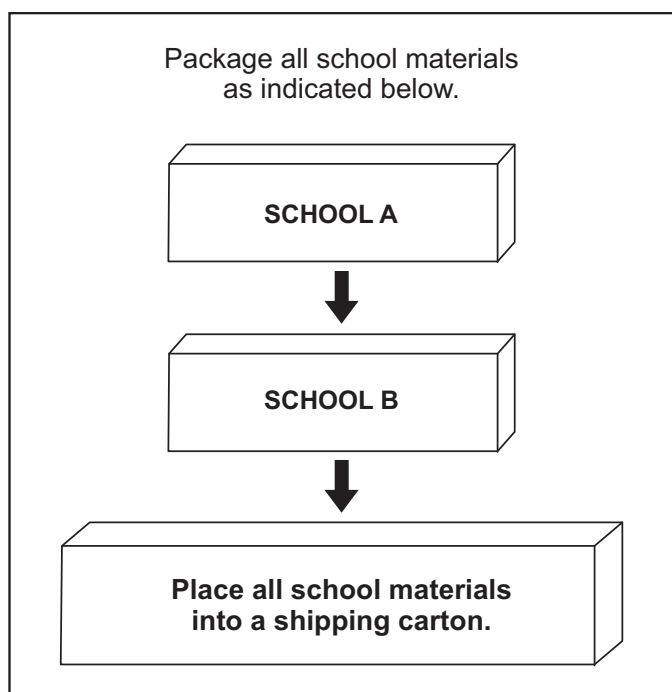


**School Materials:** Special Education teacher/examiners or test coordinators are to group student materials by grade for each building.



**District Materials:** Test coordinators are to organize and package all *DSTEP-A* scorable materials by school and grade.

### Packing Diagram for *DSTEP-A* District Materials



## Organize and Pack *DSTEP-A* Assessment Materials

### SCORABLE *DSTEP-A* Assessment Materials

Test coordinators must return ALL *DSTEP-A* scorable materials as soon as possible after testing is complete so that the materials arrive at Pearson **NO LATER THAN March 19, 2010**.

SCORABLE assessment materials should be returned to Pearson with the FedEx “**2nd Day Air**” and **HOT PINK** Scorable return label(s) affixed to each box. You must notify FedEx at least two days prior to the date you are expecting materials to be picked up. Complete all information on the HOT PINK label. If more than one box is needed, label the boxes serially. For example, a shipment of four boxes would be labeled “Box 1 of 4,” “Box 2 of 4,” “Box 3 of 4,” and “Box 4 of 4.”

When packing the envelopes containing scorable assessment materials for return to Pearson, use boxes in which the envelopes will not shift, such as the dual-purpose cartons in which you received your assessment materials. The dual-purpose cartons in which your materials were shipped were designed to be used for both shipping materials to districts and returning materials to Pearson. To use these cartons for returning your assessment materials—

1. fold down the flaps that were used to ship materials to you from Pearson, then
2. fold down the flaps labeled “Affix Shipping Return Label Here,” and then
3. tape the carton across the words “Tape Here.”

All empty space should be filled with crumpled paper.

**NOTE: Scorable assessment materials must be sent as a SINGLE SHIPMENT to the Pearson Scoring Center. Do NOT ship SCORABLE materials in with your shipment of NON-SCORABLE materials.**

### NON-SCORABLE *DSTEP-A* Assessment Materials

The following NON-SCORABLE test materials should be boxed and returned to Pearson using FedEx and GREEN “non-scorable” labels.

- *DSTEP-A* DFAs
- *DSTEP-A* unused Rating Forms

Unused Data Collection Forms and Score Resolution Worksheets may be returned to Pearson or destroyed at the district/school level.

Affix the FedEx label(s) and the GREEN return label(s) to the box(es) of NON-SCORABLE materials. Complete all information on the GREEN label. If more than one box is needed, label the boxes serially. For example, a shipment of four boxes would be labeled “Box 1 of 4,” “Box 2 of 4,” “Box 3 of 4,” and “Box 4 of 4.”

## Ship Assessment Materials to Pearson

Test coordinators are responsible for the return of ALL *DSTEP-A* SCORABLE assessment materials via FedEx to:

Pearson  
2510 North Dodge Street  
Iowa City, IA 52245-9555

Test coordinators are responsible for the return of ALL *DSTEP-A* NON-SCORABLE assessment materials via FedEx to:

Pearson  
7405 Irish Drive SW  
Cedar Rapids, IA 52404

Pre-paid FedEx labels are provided in your *Test Coordinator's Kit*. The labels are preprinted with the Scoring Center's delivery address and your district's information. Record the FedEx tracking number for use in the event your shipment is misrouted. Should you require additional return labels, please contact the Pearson Customer Support Center at 1-888-827-1089.

Please do not use labels from the *DSTEP* assessment. Materials from this assessment are processed differently.

### Contact FedEx toll-free to arrange for pickup:

1. Dial 1-800-Go-FedEx (1-800-463-3339).
2. Enter the prompt 9.

The recording will say "Got it, Premier Customer Service Program."

3. The recording will ask for the account number.

Please enter the following PIN: 999 999 922.

*DSTEP-A*

Contact FedEx at least two days in advance to arrange for the collection of your scorable and non-scorable materials. Early shipment is encouraged. Shipments must be ready for collection on the day FedEx specifies retrieval. Return trips by FedEx to your school district will delay the return of your scorable materials to the Pearson Assessment Scoring Center and will result in scoring delays. (Test coordinators may ship non-scorable test materials at the same time as scorable materials or at a later date.)

Thank you for your time and effort ensuring the successful administration of the *DSTEP-A* assessment.

# Part 7

## DSTEP

### Hot Items of Interest 2010

- Test items were developed to meet the assessment standards that have been approved and distributed by the State Department of Education
- In an effort to meet the federal NCLB requirements, field test items are embedded in the *DSTEP* operational test booklets.
- There are 4 different forms for each grade level. Within these 4 forms the operational items are the same. The student's data results will be generated utilizing the operational items only.
- Test booklets and answer documents will be shipped to districts in packages of five and singles based on enrollments.
- Calculator use will be permitted at all grade levels. Students should only use a calculator on the assessment if they have been using one in the classroom and is on the approved calculator list.
- The use of rulers may be required at certain grade levels, as indicated in the content standards. Please ensure students have used the ruler during normal instruction.
- One DFA will be utilized for all grades.
- Answer documents for all grades will have a box on the demographic page to indicate which form the student is being tested with.
- Students will be allowed to write in the test booklets with a No. 2 pencil only.
- Math reference sheets and Science formula sheets will be bound within the test booklets. These sheets can be removed from the test booklets by the students for ease of use.
- At Grade 3 the students will use a separate answer document.

### Activities Before Administration

#### Receive and Inventory Assessment Materials

Verify the contents of the *DSTEP* assessment materials shipment against the quantities indicated on the packing slip, and determine if there are sufficient assessment materials for all students. A 10% overage is included in all test material shipments.

If there is a discrepancy on the packing list and the quantities received, contact the **Pearson Customer Support Center** at 1-888-827-1089. If additional assessment materials are needed, access the Pearson SchoolHouse website at [www.ncsschoolhouse.com](http://www.ncsschoolhouse.com).

Separate the *DSTEP* DFA for use in your teacher/examiner training sessions. Organize the remaining assessment materials by teacher/examiner group to facilitate distribution prior to administration. Retain the shipping cartons for use when returning materials to Pearson.

## Assessment Materials Provided

- Grade-specific *DSTEP* student test booklets
- *DSTEP* DFA—one DFA per 15 students plus a 10% overage
- Grade-specific *DSTEP* student answer documents
- *Test Coordinator's Kit*, including:
  1. Pre-ID labels
  2. Paper bands for securing answer documents
  3. Scoring Service Identification (SSID) sheets
  4. FedEx shipping labels
  5. ORANGE peel-and-stick return labels for scorable materials
  6. GREEN peel-and-stick return labels for non-scorable materials
  7. Envelope for returning Home School Materials
  8. District Cover/Parent Letter
  9. *Test Coordinator Handbook*

## Ensure the Security of Assessment Materials

It is important to follow all security measures before, during, and after the administration to ensure the integrity and validity of the assessment. All assessment materials must be kept in a secure location except when being utilized by teacher/examiners and examiners.

Test security agreements/affidavits must have the appropriate areas filled out prior to testing. Upon completion of testing, complete the form, make a copy for the district files, and send the original to the SDDOE.

### Before the administration of the *DSTEP* assessment:

1. Fill in the title of the *DSTEP* assessment on the Test Security Agreement/Affidavit.
2. Read, review, and sign the *Test Security Agreement/Affidavit* for test coordinators.
3. Copy and disseminate the *Test Security Agreement/Affidavit* to all teacher/examiners and collect the signed documents prior to distributing assessment materials.
4. After the administration of the assessment is completed, send the original *Test Security Agreement/Affidavits* to:

Gay Pickner  
c/o South Dakota Department of Education  
700 Governors Drive  
Pierre, SD 57501

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Retain a copy of the *Test Security Agreement/Affidavit* for your records.

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## Schedule Assessment Dates and Times

Work with teacher/examiners to schedule *DSTEP* assessment sessions for your school/district within the statewide administration period of **March 29–April 16, 2010** (which includes any make-up sessions). You must schedule the pick-up of your testing materials **NO LATER THAN April 21, 2010** to ensure the timely delivery of materials to Pearson. Your schedule must allow time for the assembly and shipment of all scorable answer documents to **arrive** at Pearson **NO LATER THAN April 23, 2010**.

Approximate testing times are provided for planning purposes only and are included in the *DSTEP* DFA. Take into consideration that the *DSTEP* is a series of untimed subtests and students should be provided with as much time as they need to complete each subtest. It is recommended that each content area of the assessment be administered on different days with stretch breaks between test sessions as noted in the DFA and students' test materials. Each session must be completed within one sitting.

## Provide Training for Teacher/examiners

It is your responsibility to provide training for teacher/examiners (and school/building test coordinators) to ensure the successful administration of the *DSTEP* assessment. This training should include information provided by the South Dakota Department of Education and Pearson, this *Test Coordinator's Handbook*, and the teacher/examiner's *DSTEP* DFA.

Familiarize yourself with this section of the TCH and the *DSTEP* DFA prior to your training session(s). Teacher/examiners should review the DFA prior to testing. You may want to collect the DFA after training and then redistribute the directions prior to testing to ensure that all teacher/examiners receive a copy for the administration. Additional copies of the DFA can be downloaded from the SDDOE website at: <http://doe.sd.gov/octa/assessment/dakSTEP/index.asp>.

The following topics must be reviewed during your training sessions:

- Ethical testing practices must be maintained during the *DSTEP* administration. Unethical testing practices relate to inappropriate interactions between teacher/examiners and students taking the test. Unethical practices include allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way. It is not acceptable for teachers to pronounce words or provide definitions during the administration of this assessment.
- Test security involves maintaining the confidentiality of test questions and answers and is critical in ensuring the integrity and validity of a test. In order to ensure test security and confidentiality, teacher/examiners need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and (3) return **ALL** materials as instructed.
- Key dates for test administration and returning test materials
- Teachers are not allowed to review testing materials prior to the beginning of the administration.
- Informing and preparing students for the test and giving appropriate test locations
- Pre-ID labels and preparation of student answer documents

- Providing accommodations for students and coding procedures
- Monitoring students during the administration

The *DSTEP* DFA provides teacher/examiners with the following specific information:

- Assessment materials required for teacher/examiners and students
- Grade-specific, approximate testing times for planning purposes
- Guidelines for calculator use on the Mathematics and Science subtests
- Instructions for completing student demographic information
- Instructions for organizing, inspecting, and returning student answer documents and testing materials
- Instructions for completing SSID sheets

## Student Identification Information

The student demographic information should be completed prior to the administration of the assessment. An example of the *DSTEP* student answer document demographic information page is provided for reference on the following page.

**Prior to applying Pre-ID labels to student answer documents, district/school personnel should carefully review the pre-printed information to ensure that all information is correct. Do not apply labels that contain errors. Information on an incorrect Pre-ID label will override any handwritten information entered on the demographic page.**

**When information on the label is incorrect, placed incorrectly on the answer document, or is not provided**, student information must be completed by hand following the instructions within the *DSTEP* DFA. If a label is incorrectly applied to an answer document, **do not** use that answer document. Grid the correct information on a new, unused answer document. The incorrectly labeled answer document should be returned with non-scorable test materials with a note stating “DO NOT SCORE” attached to it. **When Pre-ID labels are provided and all information is correct**, place the Pre-ID label within the designated area on the demographic information page. Corrections to preprinted information on the Pre-ID label are not permissible.

**All students (including those with Pre-ID labels) should complete the information in Box 1 of the answer document. This will help teacher/examiners to identify students’ answer documents easily throughout the testing session.**

**Complete Box 9 “Teacher Use Only” if the student was unable to participate in or complete the Reading, Mathematics, or Science subtests for any the following reasons:**

- A Health Reasons**
- B Parent/Guardian Refusal**
- C Other**

**If “C” is selected, a Test Irregularity Form must be completed and submitted to Gay Pickner at DOE with complete documentation as to why the student was unable to participate in one or more sessions or complete the test.**

**In addition, students will need to grid Box 10 on the demographic page indicating which test booklet form that was provided to them. When testing across multiple days Teacher/examiners must ensure that every student utilizes the same form.**



## STEP

Rulers will not be provided for the assessment. Within the content standards for mathematics it is required that students be able to use this type of manipulative to master the standards. Students should use a ruler on the assessment that they have used during classroom instruction. The requirement is that students will use a standard 12" or 6" ruler with no other manipulatives as part of the ruler, for example: squares, circles, triangles, or stencils. If you have questions regarding an approved ruler please contact the SDDOE.

## Guidelines for Calculator Use

Students in all grades will be allowed to use permissible calculators.

All students should have access to school-owned or student-owned calculators for use on the appropriate *DSTEP* Mathematics and Science subtests. All students should be familiar with the calculator they are to use on the subtests. Students may use any four-function, scientific, or graphing calculator, unless it has features described in the following **PROHIBITED** list. For models on the **PERMITTED WITH MODIFICATION** list, teacher/examiners will be required to modify some of the features of the calculator before it is used.

The following types of calculators are **PROHIBITED**:

- Pocket organizers
- Any type of computer
- Electronic writing pads or pen-input devices—*The Sharp EL9600 is permitted for use because it is not considered a pen-input device.*
- Calculators built into cellular phones or other wireless communication devices
- Calculators with a typewriter keypad (keys in QWERTY format)—*Calculators with letter keys not in QWERTY format are permitted.*
- Calculators with built-in Computer Algebra Systems—**Prohibited** calculators in this category include **all** calculators in **all** of the following series:
  1. Casio CFX-9970G and Algebrax2.0 have built-in Computer Algebra Systems.
  2. Texas Instruments TI-89 and TI-92 (including TI-92 Plus). All calculators in the Texas Instruments TI-92 series are prohibited because they have QWERTY (typewriter) keyboards and built-in Computer Algebra Systems.
  3. Hewlett-Packard HP-40G and HP-49G. Calculators in the Hewlett-Packard HP-38G series and HP-48G series may be used only if the infrared communications port is covered with heavy, opaque material.

The following types of calculators are **PERMITTED WITH MODIFICATION**:

- Calculators with paper tape—*Remove the tape.*
- Calculators that make noise—*Turn off the sound feature.*
- Calculators that can communicate wireless with other calculators—*Completely cover the infrared data port with heavy, opaque material.*

On the day of testing, teacher/examiners must check each student's calculator to verify that it is a permitted type. Also, monitor calculator use to ensure that the student uses a backup calculator **only** if a primary calculator fails, does not share calculators, and does not store test materials in the calculator's memory. If a calculator has characters one-inch high or larger, or a raised display, teacher/examiners may seat students where no other student can see the calculator.

## Assessment Accommodations

### Guidelines for Assessment Accommodations

Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accommodations is necessary to ensure that the *DSTEP* assessment results reflect actual student learning. Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the actual accommodations during the *DSTEP* administration must be planned. It is not uncommon for members of the IEP team, most often special education teachers, to be given the responsibility for arranging, coordinating, and providing assessment accommodations for all students who may need them. Thus, it is essential for all IEP team members to know and understand the requirements and consequences of district and state assessments, including the use of accommodations. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment accommodations prior to the first day of testing.

### Coding Student Classification and Accommodations

#### Box 5—CLASSIFICATION

Following the test administration, teacher/examiners are to grid the appropriate classification code(s) (i.e., 504, IEP, and/or LEP) for students.

#### Box 6—SUBJECTS FOR ACCOMMODATIONS

Standard accommodations for the *DSTEP* test administration are listed on the chart on the following page. Note that some accommodations are standard for both students with disabilities and students who are limited English proficient, while other accommodations are only permissible for one student classification and/or subject area. Each accommodation, numbered 1 through 20, corresponds to Box 6 of the demographic information page. **Following the test administration, teacher/examiners are to grid the corresponding circle(s) for each accommodation documented on the student's individual plan or Language Acquisition Plan (LAP) and that was provided for each content area.** If a student is provided with an accommodation that is not in his or her individual plan, a *Test Irregularity Form* must be filled out and sent to the DOE.

In rare instances, there may be accommodations provided that are not part of the students individual plan that are utilized due to the nature of the test or testing situation, such as if a student was sick on the day of testing so was later tested individually. These accommodations should not be coded on the demographic page, only accommodations documented on the individual plan or Language Acquisition Plan (LAP) that are provided should be coded. If there are any questions regarding the coding of accommodations for Individual Educational Plan, please contact Elizabeth Jehangiri at [elizabeth.jehangiri@state.sd.us](mailto:elizabeth.jehangiri@state.sd.us) or telephone 605-295-2949. For questions regarding accommodations documented on the Language Acquisition Plan, notify Gay Pickner at [gay.pickner@state.sd.us](mailto:gay.pickner@state.sd.us) or telephone 605-773-3247.

Reading		Mathematics		Science		Accommodation Codes	Accommodations for Special Populations
IEP/ 504	LEP	IEP/ 504	LEP	IEP/ 504	LEP		Presentation Accommodations
✓		✓		✓		1	Large-print test booklets and/or answer documents
✓		✓		✓		2	Visual aids (magnifiers, templates)
✓		✓		✓		3	Sign language (ASL, cued speech)
		✓	✓			4	Abacus for visually impaired/LEP
✓		✓		✓		5	Braille test booklets
✓	✓	✓	✓	✓	✓	6	Test Items read aloud, including audiotape/cd and assistive technology (does NOT include <i>Reading Comprehension</i> passages)
✓	✓	✓	✓	✓	✓	7	Repeating and/or simplifying directions
✓		✓		✓		8	Amplification equipment (hearing aid, auditory trainer)
						9	N/A
		✓		✓		10	Talking calculators, provided the student is tested individually or with the use of headphones
							<b>Response Accommodations</b>
✓		✓		✓		11	Responses marked directly in test booklet or on large-print answer document, also includes oral, sign language, Braille, and recorded responses to test items (answers must be transcribed to a scorable answer document by scribe)
✓		✓		✓		12	Large-diameter pencil, pencil grip, special pencil or pen
	✓		✓		✓	13	Word to Word Glossary
✓	✓	✓	✓	✓	✓	14	Visual organizers (i.e. templates, masks, markers, graph paper, rulers)
							<b>Setting, Timing, and Scheduling Accommodations</b>
✓	✓	✓	✓	✓	✓	15	Environmental modifications (i.e. special lighting, adaptive or special furniture, location with minimal distractions, noise buffers, carrels, special seating)
✓	✓	✓	✓	✓	✓	16	Small-group administration
✓	✓	✓	✓	✓	✓	17	Individual administration
✓		✓		✓		18	Home/Hospital Setting
✓	✓	✓	✓	✓	✓	19	Flexible schedules (i.e. time of day, multiple breaks, etc.)
						20	Other (with prior written approval from SD DOE)

## Assessment of Limited English Proficient Students

All identified limited English proficiency students in grades 3 through 8 and 11 must participate in the *DSTEP* assessment (Title I, Part A, Section 1111 of the *No Child Left Behind Act of 2001*). Academic assessment of eligible LEP students must be accomplished in English for those LEP students who have attended school in the United States for three or more consecutive school years. If a student has fewer than three consecutive school years in the United States, the student should take the assessment in the language and form most likely to yield accurate data. In South Dakota, students are provided accommodations, as the *DSTEP* is only provided in English.

**LEP students in their first year of enrollment in school in the United States are not required to take the *DSTEP* Reading subtests if these students have participated in the annual *ACCESS* assessment.** Participation in the *ACCESS* assessment will constitute participation in *DSTEP* Reading for purposes of determining AYP. Students who enroll for the first time in a school in the United States after the testing window for *ACCESS* annual progress has ended will meet participation requirements for reading through the completion of the LEP eligibility assessment of the W-APT.

**LEP students in their first year of enrollment in a school in the United States are required to take the *DSTEP* mathematics and science assessment, indicating participation for AYP determination.** The results of the mathematics and science assessment for LEP students in their first year of enrollment in a United States school will not be included in the determination of AYP for the school, district, or state, even if the student meets the requirements of attendance for a full academic year.

It is possible for a student classified as LEP to be enrolled in a district or building that does not provide Title I services. The identified student must still be provided services that meet his or her unique individual educational needs and be included in the state's testing program.

## LEP STUDENT ACCOMMODATIONS PARTICIPATION GUIDELINES

### LEP Student Definition

A LEP student in the state of South Dakota is classified according to the federal government definition as described in Public Law 107-110, the *Elementary and Secondary Education Act* (ESEA).

A LEP student is classified as one:

- Who is aged 3 through 21; and
- Who is enrolled or preparing to enroll in an elementary school or secondary school; and
- Who was not born in the United States or whose native language is a language other than English; or
- Who is a Native American or Alaska Native or a native resident of outlying areas; and
  - who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

- who is migratory, whose native language is a language other than English and who comes from an environment where a language other English is dominant; and
- Whose difficulties speaking, reading, writing, or understanding the English language are significant enough to deny the individual:
  - the ability to meet the state’s proficiency level of achievement on state assessments;
  - the ability to achieve successfully in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

## Federal Inclusion Requirements for LEP Students

Federal provisions for inclusion and accommodation of LEP students [ELLs] are found in the 1965 *Elementary and Secondary Education Act* (ESEA). These provisions were first presented in the *Improving America’s Schools Act* (IASA) and then updated in 2001 in the *No Child Left Behind* (NCLB) Act. IASA stipulated that states “provide for . . . the inclusion of limited English proficient students who shall be assessed, to the extent practicable, in the language and form most likely to yield accurate and reliable information on what such students know and can do, to determine such students’ mastery of skills in subjects other than English” (U.S. Congress, 1994, Section 1111 [b][3][F][iii]). NCLB supports the same schema, adding the clarification that ELLs should be eligible for other assessments “until such students have achieved English language proficiency” (U.S. Congress, 1994, Sec. 1111 ([b][3][C][ix][III])).

Under Title I of NCLB, states must include LEP students in their assessments of academic achievement in reading/language arts and mathematics, and must provide LEP students with appropriate accommodations including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what LEP students know and can do in the academic content areas until they have achieved English language proficiency (U.S. Department of Education, 2006, p. 3).

## Assessment Accommodations for LEP Students

**Test coordinators are urged to plan ahead when involved in the accommodation of students with special needs.** Since every student is different and language abilities and needs vary widely, any testing accommodation made available to one student will not necessarily be applied universally.

Prior to the administration of the *DSTEP* assessment, districts should determine each LEP student’s need for special accommodations that are most likely to yield accurate and reliable information on what the student knows and can do in the subjects tested. Such determinations should be made by LEP teams comprised of teachers, counselors, and administrators with specific knowledge of the student involved on an individual basis. Students must be identified as LAP to receive any accommodations for the *DSTEP* administration.

Listed below are some general guidelines for LEP teams to consider in determining accommodations for individual students:

- Students who are LEP must have a LAP in place that describes the accommodations to be used during the assessment.
- The student's ability to comprehend and follow standard instructions delivered in English (whether oral or written) as compared to another language
- The student's ability to comprehend and appropriately respond to standard test items written in English
- The language that will best allow the student to demonstrate his or her proficiency in the skill(s) being tested
- Timing or pacing variations that may assist in English comprehension
- Responsive variations that may minimize English-language limitations
- Encoding or decoding assistance, including interpreters or translators

If it is determined that an LEP student will participate in the *DSTEP* assessment with accommodations, the team making that decision must specifically indicate the type and extent of accommodations that will be provided. A student's LEP team must consider the individual needs of the student in daily instructional settings as well as the additional needs that arise in a secure testing environment. Decisions should be documented in writing and maintained in the student's permanent file. Assessment accommodations that an LEP team might consider are: word lists/glossaries, simplified directions, small group/individual administrations, and other accommodations based on the student's needs.

## Exceptions

1. **LEP students in their first year of enrollment in school in the United States are not required to take the *DSTEP* Reading subtests if these students have participated in the annual *ACCESS* assessment.** Participation in the *ACCESS* assessment will constitute participation in *DSTEP* Reading for purposes of determining AYP. Students who enroll for the first time in a school in the United States after the testing window for *ACCESS* annual progress has ended will meet participation requirements for reading through the completion of the LEP eligibility assessment of the W-APT.
2. Exited LEP students are not allowed the use of accommodations on the *DSTEP* assessment.
3. The inclusion requirements for state content assessments do not apply to the state English language proficiency assessment (*ACCESS*); all ELLs, grades K–12, must take the *ACCESS* annually, regardless of time in a US school.
4. If the LEP student also has an IEP and meets participation criteria for the South Dakota Test of Educational Progress Alternate Assessment (*DSTEP-A*) in the grade level in which he/she is enrolled.

## Defining Accommodations Allowable to LEP Students

Testing accommodations are one of the primary strategies for ensuring that LEP students who are included in state mathematics, science, writing, or reading assessments are more likely to be tested on their knowledge of the content rather than their English language proficiency.

Accommodations for LEP students involve changes to testing procedures, testing materials, or the testing situation in order to allow students meaningful participation in an assessment. Effective accommodations for ELLs address the unique linguistic and socio-cultural needs of the student by reducing construct irrelevant variance due to language, but do not alter the test construct. Accommodated scores should be sufficiently equivalent in scale that they can be pooled with unaccommodated scores (Acosta, Rivera, & Shafer Willner, 2008, p. 38).

## Convening the Decision-Making Team to Assign Accommodations to LEP Students

Decisions about accommodations should not be made by an individual. Decisions should be made by the school team responsible for planning the student's academic program. The role of the team is to discuss the accommodations that a student may need for state testing, decide which accommodations will be used by the student, and document the process. Because decision making occurs well before the administration of the assessment, the team should coordinate with the LEP students' teachers to ensure LEP students have the opportunity to practice using testing accommodations as part of classroom instruction. The day of the assessment should not be the first time the LEP student uses the accommodation.

## The Decision Making LEP Committee

For students who are LEP student, members of the decision-making team might include:

- Teachers of LEP students
- General educators involved in supporting the student
- School/district test coordinator
- School administrator

## LEP Student Documentation Requirements

The student is to receive all assessment accommodations documented in the *LAP*.

## Steps for Assigning Accommodations to LEP Students

This section is designed to provide guidance for the decision-making team as they assign accommodations to LEP students. It begins with a brief overview of the accommodations allowed on the *DSTEP* and assessments, followed by a recommended set of steps for matching the accommodations based on specific ELL characteristics. The next section is designed for test administrators and contains specific administration directions for each accommodation.

Accommodations help ELLs access the content of the test by providing either direct linguistic support with the language of the test or indirect linguistic support with the conditions under which LEP students take the test (Rivera, Collum, Shafer Willner, & Sia, 2006, p. 48).

Table 1 below provides guidance to decision makers for determining which accommodations are most appropriate for each individual LEP student. Following this table, the accommodations presented in Table 1 are also broken down further in STEP TWO to offer examples of accommodations which are recommended for specific English language proficiency levels.

**Table 1**

ACCOMMODATIONS	Reference Code	Content Area of Assessment	Recommended English Language Proficiency Level of ELL	When would this accommodation be appropriate?
<b><i>Direct Linguistic Support — Oral</i></b>				
Read aloud test items		All but reading comprehension passage	Entering (Level 1) Beginning (Level 2) Developing (Level 3) Expanding (Level 4)	Students' listening skills in English are higher than reading skills. This should not be a blanket accommodation for all LEP students as it may not help some. <b>Appropriate for Beginning to Intermediate Levels of English language proficiency.</b>
Repeat directions		All	Entering (Level 1) Beginning (Level 2) Developing (Level 3) Expanding (Level 4)	Students' listening skills in English are higher than reading skills. This should not be a blanket accommodation for all LEP students as it may not help some. <b>Appropriate for Beginning to Intermediate Levels of English language proficiency.</b>
Simplify directions		All	Entering (Level 1) Beginning (Level 2) Developing (Level 3) Expanding (Level 4)	Students' listening skills in English are higher than reading skills. This should not be a blanket accommodation for all LEP students as it may not help some. <b>Appropriate for Beginning to Intermediate Levels of English language proficiency.</b>

ACCOMMODATIONS	Reference Code	Content Area of Assessment	Recommended English Language Proficiency Level of ELL	When would this accommodation be appropriate?
<b>Direct Linguistic Support — Written</b>				
Provide approved dual language word to word glossary			Entering (Level 1) Beginning (Level 2) Developing (Level 3) Expanding (Level 4) Bridging (Level 5) Reaching (Level 6)	All students may use the word to word glossary.

Questions regarding the provision of accommodations for LEP students should be directed to **Gay Pickner** at 605-773-3247 or [gay.pickner@state.sd.us](mailto:gay.pickner@state.sd.us).

### Support with Test Administration Conditions

- **Timing/Scheduling** Flexible schedules (i.e., time of day, multiple breaks, etc.)
- **Student Grouping** Small-group administration  
Individual administration
- **Environmental modifications** Special lighting, adaptive or special furniture, location with minimal distractions, noise buffers, carrels, special seating

### Additional Guidance for Assigning Accommodations by English Language Proficiency Levels

This section of the policy provides step-by-step guidance that can be used in addition to Table 1 above. It is designed to help decision makers assign accommodations to ELLs with different English language proficiency levels. Reminder: Document the accommodations assigned in the *LAP Assessment Participation Form*.

ELLs with assigned accommodations matched to their linguistic and cultural needs scored higher than (a) ELLs with “incomplete” accommodations—i.e., assignment done without matching accommodations to ELL-responsive criteria ELLs with assigned accommodations matched to their linguistic and cultural needs and (b) ELLs who were not assigned any accommodations at all (Kopriva, Emick, Hipolito-Delgado, & Cameron, 2007). Below is a four-step process to assign accommodations to an individual LEP student to maintain the reliability and validity of accommodated scores:

#### STEP ONE

For each student, the decision-making team answers an introductory set of questions (see a, b, and c). These answers will be applied in steps 2, 3, and 4 below.

- Is the student identified as an English language learner/LEP student? Yes no

- b) What is the ELL's English language proficiency level according to *ACCESS*?
1. Entering [Level 1]
  2. Beginning [Level 2]
  3. Developing [Level 3]
  4. Expanding [Level 4]
  5. Bridging [Level 5]
  6. Reading [Level 6]
- c) Does the student have any additional needs which impact him/her during testing? Yes no  
If yes, list here:

## STEP TWO

For those students who have been identified as an ELL/LEP student, the team then identifies the ELL's English language proficiency (ELP) level and selects the accommodations from the state list that have been identified as best supporting ELLs at this level of ELP.

The accommodations listed below are specific to LEP students and their linguistic needs.

### Students with Entering [Level 1] and Beginning [Level 2] English Language Proficiency

LEP students at the lowest levels of English language proficiency tend to experience the greatest need of accommodations but are the least able to use them. In general, the use of oral supports is recommended over written accommodations in English, but cautioned that most of these would not be expected to produce much of an effect for the lowest proficiency levels.

**Table 1a. Suggested Accommodations for ELLs with Entering [Level 1] and Beginning [Level 2] ELP Levels**

	English Language Accommodation	Native Language Accommodation
Direct Linguistic Support	<ul style="list-style-type: none"> <li>• Read aloud test items (not including Reading Passages)</li> <li>• Read aloud directions</li> <li>• Simplify directions</li> <li>• Use of a word to word glossary</li> </ul>	

### Students with Developing [Level 3] or Expanding [Level 4] English Language Proficiency

Because LEP students at the intermediate level of English language proficiency have usually developed some literacy in English, these students are expected to benefit from a wider variety of both written and oral accommodation options. Decision makers should note that the need for accommodations at this level varies considerably depending upon the unique background characteristics of the student as well as the literacy demands of the test. Similar to ELLs with beginning ELP levels, the existing research suggests that native language accommodations were considered more useful than English accommodation at the intermediate level.

**Table 1b. Suggested Accommodations for LEP Students with Developing [Level 3] or Expanding [Level 4] ELP Levels**

	<b>English Language Accommodation</b>	<b>Native Language Accommodation</b>
Direct Linguistic Support	<ul style="list-style-type: none"> <li>• Read aloud test items (not including Reading Passages)</li> <li>• Read aloud directions</li> <li>• Simplify directions</li> <li>• Use of a word to word glossary</li> </ul>	

**Students with Bridging [Level 5] or Reaching [Level 6] English Language Proficiency Levels or Monitored LEP Students**

For students at advanced ELP levels [Levels 4 and 5] and Monitored LEP students on monitoring status, the need for most kinds of accommodations is expected to decrease.

However, customized glossaries are considered useful for these students. Word to word glossaries are considered appropriate for most groups.

**Table 1c. Suggested Accommodations for LEP Students with Bridging [Level 5] or Reaching [Level 6] English Language Proficiency Levels or Monitored LEP Students**

	<b>English</b>	
Direct Linguistic Support	<ul style="list-style-type: none"> <li>• Word to word glossary</li> </ul>	

**STEP THREE**

After assigning accommodations by category (Step Two), be sure to consider other student background characteristics such as (a) time in the U.S., (b) student's affective needs, (c) student's academic capacity, (d) age/ maturity, (e) socio-cultural background and (f) transitory or migrant status.

In the LEP documentation, the committee must articulate the reasons for differentiating accommodations for this student.

- What does this individual student need to show us what he/she really knows?
- If provided, will the accommodation change what the test is trying to measure?
- If appropriate, has the student had prior experience using this accommodation?

Note: Accommodations such as glossaries need to be introduced well before the test.

Reminder for LEP students who are also Special Ed: For those ELLs with an IEP, refer to the accommodations listed on the IEP.

**STEP FOUR**

Document the accommodations selected in the student's LAP.

## Other Considerations for Accommodations to LEP Students

### 1. Additional Accommodation Requests

The LEP Committee may request from the Office of Assessment and Technology Systems (OATS) permission to use other accommodations. A request for a student to use an assessment accommodation that does not appear in this document must be received by the OATS (Attention: Gay Pickner). The request must come from either the District Test Coordinator or the Title III Coordinator. The following information must be included in the request:

- Student's name, school and county
- Specific requested accommodation(s)
- Rationale for request
- Verification that student receives the accommodation(s) on a regular basis during classroom instruction and classroom assessment and is familiar with the accommodation(s)

Upon completion of the review of the request, the District Test Coordinator and Title III Coordinator will be notified of the determination of the SDDOE.

### 2. Modifications are NOT allowable for any student.

### 3. LEP students with Individual Educational Plans (IEPs)

The student is to receive all assessment accommodations as outlined in the *LAP* and the IEP. After examining the student's background characteristics, the LEP Committee must determine appropriate accommodations and document their decisions using the *LAP*. **Remember, each accommodations decision needs to be made on a case-by-case basis.**

### 4. Accommodations and the English Language Proficiency Assessment

Unless the LEP student has an IEP or 504 plan on file, that student will not receive accommodations on the *ACCESS*, as it is a measure of the English language ability of an LEP student.

## Assessment of Students with Disabilities

The *Individuals with Disabilities Education Act of 2004* (IDEA) requires the development of policies and procedures for the inclusion of students with disabilities in statewide and districtwide assessments and, when necessary, the provision of accommodations for such students. Individualized Education Programs (IEPs) must include accommodations that are necessary in order for the student to participate in assessments. A student who is perceived to have a disability based on Section 504 of the *Rehabilitation Act of 1973* (Section 504) must also be afforded accommodations if those accommodations are part of the services provided in the student's Section 504 Plan.

Decisions about whether a student participates in the *DSTEP* assessment under the standardized conditions or participates with standard accommodations must be made on an individual basis by the student's IEP or Section 504 team. These decisions are not made unilaterally; the team involved in the decision-making process must be the student's IEP or Section 504 team.

If it is determined that a student with a disability can participate in the *DSTEP* assessment with standard accommodations, the team making that decision must specifically indicate the type and extent of accommodations that will be provided. This information must be included in the student's IEP or addressed in the student's Section 504 Plan. The parent/guardian of the student must be made aware of the decision during the development of the student's IEP or Section 504 Plan.

If it is determined that a student with a disability cannot participate in the *DSTEP* assessment with standard accommodations and the student meets the significant cognitive disability criteria, the student must be assessed utilizing the *DSTEP-A* (Alternate Assessment). The IEP team must document their decision in the student's IEP.

Detailed information regarding accommodations can be found in the South Dakota Accommodations Manual found at:

<http://doe.sd.gov/oess/specialed/forms/pdf/SDAccommodationsManual.pdf>.

Questions regarding the provision of accommodations should be directed to **Elizabeth Jehangiri** at 605-295-2949 or [elizabeth.jehangiri@state.sd.us](mailto:elizabeth.jehangiri@state.sd.us).

## Assessment Accommodations for Students with Disabilities

When selecting accommodations for state assessments, it is important to look at state policies and procedures to determine whether use of an accommodation results in consequences on a state test (e.g., lowering or not counting a student's score). Assessment accommodations that result in adverse consequences are commonly referred to as modifications, adaptations, alterations, and nonstandard or non-approved accommodations (Thurlow & Wiener, 2000). Accommodations do not reduce learning expectations; they provide access. However, modifications or alterations refer to practices that change, lower, or reduce learning expectations. Providing a student with a modification during a state accountability assessment may constitute a test irregularity and may result in an investigation into the school or district's testing practices.

Ensure that students have ample time to learn to use instructional and assessment accommodations before the *DSTEP* administration. Accommodations should be in place at least 5 weeks prior to test administration.

Accommodations are commonly categorized in four ways: presentation, response, setting, and timing and scheduling.

### Presentation accommodations

**Presentation accommodations** allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.

- **Braille and large-print (18-point text)** versions of the *DSTEP* test booklets and enlarged answer documents are available for students who are visually impaired. Braille materials will be sent separately to teacher/examiners administering Braille versions of the test. Large-print test materials will arrive with the regular-print materials. The quantity of Braille and large-print versions of the test will be based on orders provided to the South Dakota Department of Education in **December 2009**. If further needs for such accommodations are identified, requests for Braille and large-print test versions should be communicated to **Elizabeth Jehangiri** at 605-295-2949 or [elizabeth.jehangiri@state.sd.us](mailto:elizabeth.jehangiri@state.sd.us).
- **Sign-language interpreters** may assist in test administration by giving directions and clarifying information as provided in the DFA. Students who are deaf or hearing impaired may have the *DSTEP* administered individually.
- **Talking calculators** may be used as long as the student is tested individually or with the use of headphones.
- **Readers may only be provided when identified on a student's IEP or Section 504 Plan** to allow students with disabilities the opportunity to demonstrate their aptitude and achievement in testing situations rather than reflecting their impairment. For example, allowing a student with dyslexia to have word problems read to him or her during the mathematics subtest is an appropriate accommodation for this student because math skills, not reading, are being assessed. However, reading the Reading Comprehension test passages to this same student would be an inappropriate accommodation. Reading the *Reading Comprehension test passages* aloud creates a listening comprehension test and **is not permitted**. Reading the *Reading Comprehension test questions* aloud to the student **is permissible**.

**Test coordinators must ensure that teacher/examiners, teachers/aides, and anyone who participates in the administration of the *DSTEP* assessment each signs a *Test Security Agreement/Affidavit*. This includes staff and aides involved with assessment accommodations for students with disabilities.**

## Guidelines That Apply to Readers

### Qualifications

- Readers should be able to read clearly and at a normal pace, with good English pronunciation.
- Readers should be familiar with the vocabulary used in the test.
- Readers should be willing to be patient and repeat directions and questions.
- If the reader is also the scribe, qualifications for both roles are required.

### Before Test Administration

- Readers must ensure that all students understand what is expected of them when readers read test directions aloud. Students must have an opportunity to ask questions and understand how to mark their answers before they begin taking the test.
- Become familiar with the terminology used in the test.
- Review guidelines in reading mathematical expressions and numbers (e.g., “2,349” should be read “two-comma-three-four-nine”).
- Administrators should make sure the reader is given ample access to water.

### During Test Administration

- Do not alert the student of mistakes during testing.
- Do not prompt the student in any way that would result in a better response.
- Do not influence the student’s response in any way.
- Do not paraphrase, clarify, elaborate or provide assistance.
- Do read all words that appear on the page.
- Do read all directions, including sample questions.
- If asked to repeat a question, repeat the entire question so as not to identify only important aspects.
- Administration can be recorded to ensure validity or for playback when students want questions repeated.
- Do emphasize words printed in boldface, italics, or capital letters.
- Do spell any words requested by the test taker.
- Always read all answer choices before accepting an answer.
- Avoid voice inflection that may be interpreted as a clue.

### After Test Administration

- Do not discuss test items or responses with others.

## Guidelines that Apply to Sign-Language Interpreters

### Qualifications

- A student’s teacher **should not** be the interpreter in a testing situation unless a second person is present to monitor for quality and fairness.
- Sign-language interpreters should be able to translate in the same method of sign language typically used by the student.
- A standard video presentation of the test in sign language is recommended to increase accuracy, consistency, pacing, and quality.
- If the sign-language interpreter is also the scribe, qualifications for both roles are required.

**Before Test Administration**

- Interpreter services need to be arranged prior to the test day.
- Under secure conditions supervised by the test coordinator, sign-language interpreters may review test materials prior to test administration in order to become familiar with the test instructions, the terminology used in the test, and to prepare accurate interpretations of test materials.
- The room in which sign-language interpreters sign the test must be well lit.
- One sign-language interpreter should be assigned to each student for the entire assessment.
- The student and sign-language interpreter should each have a copy of the test and should practice signing and reading before the test.
- Ensure that the *Reading Comprehension* passages are not signed, which would invalidate the score.
- Discussions with interpreters and test teacher/examiners should occur with the student present.

**During Test Administration**

- Do not alert the student of mistakes during testing.
- Do not prompt or attempt to influence the student's response in any way.
- Do not define words for students, provide context, or teach vocabulary or concepts during testing.
- Allow the student to take notes.
- Administration may be videotaped to ensure validity or for playback when students want questions repeated.
- Graphic materials may be described but should be available in print or tactile format.
- The interpreter may not paraphrase, clarify, elaborate, or provide assistance.

**After Test Administration**

- Do not discuss test items or responses with others.

## Response accommodations

**Response accommodations** allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.

- **Transcription of Student Responses**

This accommodation is available for students who are unable to mark their answers on the regular-print *DSTEP* answer documents.

- School personnel must grid students' verbal or tape-recorded responses to multiple-choice items on the regular-print *DSTEP* answer documents.
- School personnel must transcribe students' responses marked in the test booklets and/or on the large-print answer documents to the regular-print *DSTEP* answer documents.

## Guidelines that Apply to Scribes

### Qualifications

- Scribes should have demonstrated experience in scribing.
- If the scribe is also the reader, qualifications for both roles are required.

### Before Test Administration

- Practice the art of transcribing dictated responses.
- For an accuracy check, scribes may record the session on audiotape or videotape for playback.

### During Test Administration

- The student should read questions to himself/herself (unless "read aloud" is an accommodation).
- The student may respond orally, mark answer choices in the test booklet, point to answer choices in the test booklet, utilize cards labeled "a, b, c, d," etc.
- Scribes may not question or correct student choices.
- Scribes should not coach a student on the meaning or spelling of a word.

### After Test Administration

- Final transcription of a student's responses to the scorable answer document should be checked against recording and/or verified with a teacher/examiner.
- The tape should be given to the proper administrator following recorded sessions.
- A *Test Irregularity Form* must be filled out and sent to the DOE if scribing is inappropriately performed.
- Do not discuss test items or responses with others.
- Participate in the evaluation process.

## Setting accommodations

**Setting accommodations** change the location in which a test or assignment is given or the conditions of the assessment setting.

- **Test Individually**

Students may be tested individually, as necessary, for teacher supervision and support and/or for the provision of other accommodations. If it is likely that a student will be easily distracted or disruptive during the test administration, it would be appropriate to test that student individually. If a student becomes disruptive unexpectedly during testing, it is permissible to remove the student from the test setting so that other students may proceed with the test undisturbed. The disruptive student should be calmed down and the test continued separately whenever possible.

- **Home/Hospital**

If a student on an IEP or 504 Plan is unable to participate in the assessment at the school, it is acceptable to send school personnel to the student to administer the test.

- **Environmental Modifications**

Students should be tested using the adaptive or special furniture that they normally use in the course of daily instruction (e.g., special tables, chairs, slant boards). Students may be tested using special lighting, amplification, or noise-buffering devices as necessary as employed for classroom instruction and as outlined in their IEPs.

## Timing and scheduling accommodations

**Timing and scheduling accommodations** increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.

- **Time of day most beneficial to students**

Some students with health problems and/or medication schedules benefit by being tested at particular times of the day (e.g., first thing in the morning, immediately following medication). It is permissible to test at a time that is most beneficial to the student.

- **Frequent breaks within a subtest**

If factors such as mental and/or physical fatigue or disruptive behavior present a problem, it is acceptable to plan breaks within one sitting of the test administration or to spread out test activities over several sittings. Care should be taken, however, to ensure that students do not have an opportunity to share and/or compare test information during breaks that are provided.

## Administering the *DSTEP* Large-Print Version

Large-print versions of the *DSTEP* test materials are available for visually impaired students whose IEPs call for such test materials. The large-print test booklets are enlargements of the regular-print test booklets that are produced in black and white. However, when necessary for clarity and readability, the art has been adapted or revised. The large print test booklets and large print answer documents will contain only operational items. No field test items will be included in this version of the tests. The large-print test booklet will contain the operational items only.

**When the student has completed the test, the Testing Coordinator will transcribe the students' responses onto the regular-print answer document, paying close attention to ensure that only the operational items are bubbled.**

Reports resulting from the administration of the large-print versions will be identical to all other South Dakota School Testing Program reports.

The large-print versions of the test will be sent to each district that requested large-print test materials. For each large-print test ordered, the district must have on file a copy of each student's IEP or 504 Plan that indicates visual accommodations.

Like all other test forms, the large-print versions must be kept secure in a locked area when not in use. Teacher/examiners must sign the *Test Security Agreement/Affidavit* and return it to the test coordinator prior to testing. The test coordinator should assign the appropriate large-print test booklets to each building. The shipment will include one copy of procedures for each large-print test. If the correct number of large-print tests is not received, contact the **Pearson Customer Support Center** at 1-888-827-1089.

Special consideration should also be given to lighting conditions for low-vision students.

In most cases, a student's sight/vision disability precludes his/her ability to use a regular-print answer document. The teacher/examiners and the student should determine the best method for the student to record responses to the test items.

- A student may mark directly on the large-print test booklet or large-print answer document with a pencil, pen, crayon, or respond in typewriting. After testing is complete, the testing coordinator **must** transcribe the student's responses to a regular-print *DSTEP* answer document. The teacher/examiner must pay close attention to the item numbers that are in the large-print booklet and answer document, as only the operational items will be recorded on the regular-print answer document.
- If a student is tested individually, he or she can respond orally to the teacher/examiner, who should mark the student's responses on a regular-print *DSTEP* answer document as the test is administered.

Teacher/examiners must ensure that the student classification and accommodation(s) provided are accurately marked on the regular-print *DSTEP* answer document.

## **Administering the *DSTEP* Braille Version**

Braille versions of the *DSTEP* test materials are available for students whose IEPs call for such materials. Only operational items will be utilized in the Braille version of the assessment. No field test items will be brailled. Items that cannot be Brailled without modifications have been identified and either eliminated due to practical necessity or revised in order to make translation possible. Raw score to scaled-score conversions have been developed **ONLY** for the tests in which some of the original items were deleted. The scaled scores for the remaining tests are determined using the same tables that are used for regular scoring.

The Braille test booklets will contain only operational items. No field test items will be included in this version of the tests. The Braille test booklets will contain the operational items only.

The Braille versions of the *DSTEP* assessment will be sent to each district that requested Braille testing materials during the state collection of enrollments in December of 2008. For each Braille test ordered, the district must have on file a copy of each student's IEP or 504 Plan that indicates visual accommodations.

All volumes of each Braille test are packaged together. Like all other test forms, the Braille versions must be kept secure in a locked area when not in use. Teacher/examiners must sign a *Test Security Agreement/Affidavit* and return it to the test coordinator prior to testing. The test coordinator should assign the appropriate Braille test booklets to each building. The shipment of test materials will include one copy of procedures for each Braille test. If the correct number of Braille tests is not received or if there is a problem with the security number assignments, contact the **Pearson Customer Support Center** at 1-888-827-1089.

Before beginning each subtest, teacher/examiners should provide students with all materials and equipment needed for testing (e.g., low-vision aids, slate and stylus, Cranmer modified abacus, Braille writers/typewriters). The teacher/examiner should have available Braille paper, typing paper, pens, pencils, crayons, and placeholders.

In most situations, a student's sight/vision disability precludes the ability to use a regular-print answer document. In such cases, the teacher/examiner and the student should determine the best method for the student to record responses to the test items.

- A student may mark directly on the Braille book with a pencil, pen, or crayon. The student may respond in handwriting, typewriting, or Braille. **When the student completes the test, his or her answers must be transcribed to a regular-print *DSTEP* answer document.** The testing coordinator must ensure that the transcribed responses are in direct correlation with the question being answered. The testing coordinator must ensure that only the items listed in the Braille booklet are transcribed onto the regular-print answer document.
- A student may be tested individually in a setting where an oral response can be given to the teacher/examiner. In such cases, the teacher/examiner will mark the student's responses directly on a regular-print *DSTEP* answer document.

**NOTE:** The response to each question must be marked on the corresponding answer grid of a regular-print *DSTEP* answer document. The answer grids for items omitted from the Braille version should remain blank.

Teacher/examiners must ensure that the student classification and accommodation(s) provided are accurately marked on the regular-print *DSTEP* answer document.

### **Returning Braille and Large-Print *DSTEP* Test Materials**

The Braille and large-print test materials must be returned to the test coordinator separately from the regular test materials after testing is complete. The test coordinator should check the inside of each Braille and large-print test booklet to ensure that the regular-print, scorable answer document has been removed.

The scorable, regular-print answer documents transcribed for students testing with the Braille or large-print versions of the *DSTEP* test materials should be placed on top of the stack of scorable, regular-print answer documents (by classroom or grade) and included in the NUMBER OF DOCUMENTS section of the SSID sheet.

### RETURNING NON-SCORABLE BRAILLE AND LARGE-PRINT TEST MATERIALS

ALL Braille test booklets, large-print test booklets, and large-print answer documents should be returned to

**Martha Lopez, Project Manager**

c/o Pearson

19500 Bulverde Road

San Antonio, TX 78259

Return labels for Braille and Large Print materials will be sent to the district coordinators by the program team; they will not be included in the test coordinator kits.

### Distribute Assessment Materials to Teacher/examiners

Test coordinators are to maintain an accurate record of assessment materials distributed to each teacher/examiner. Emphasize the importance of maintaining test security throughout the administration as well as following the instructions provided in this TCH and the DFA. Distribute the SSID sheets and paper bands to test coordinators and/or teacher/examiners for use in organizing and returning completed answer documents.

### Activities During Administration

Monitor the assessments conducted in your school(s). Ensure that the guidelines and procedures described in this *Test Coordinator's Handbook* and the *DSTEP* DFA are adhered to, and be available to answer questions and resolve problems. Utilize the *Test Irregularity Form* found in the back of this document and on the SDDOE website at [http://doe.sd.gov/octa/assessment/dakSTEP/docs/TestIrregularityForm\(2.6.06\).doc](http://doe.sd.gov/octa/assessment/dakSTEP/docs/TestIrregularityForm(2.6.06).doc) to document and resolve any test security issues with the South Dakota Department of Education.

## Activities After Administration

### Collect Assessment Materials

Collect all scorable student answer documents and all assessment materials from test coordinators and/or teacher/examiners. Separate the scorable answer documents from the non-scorable assessment materials and continue with the verification and organization process of the scorable documents.

### Organize Student Answer Documents

Organize the scorable documents by building. As you organize the student answer documents, ensure that:

- The students' responses have been made with black, soft-lead (No. 2) pencils. Light marks and marks made with colored pencils, ink, or felt-tipped pens cannot be properly scored; thus, these should be marked over with a black, soft-lead (No. 2) pencil.
- The answer documents are verified for completeness and accuracy of student identification information, especially if Pre-ID labels are not used and information is completed by teacher/examiners or students.
- The student information that is written above the circles in each box of the answer document is accurately gridded below the information.
- The Student Number section is completed and fully gridded on every answer document without a Pre-ID label.
- Completed scorable answer documents have been received from ALL teacher/examiners and/or test coordinators.

### Verify and/or Complete the Scoring Service Identification (SSID) Sheets

Scoring Service Identification (SSID) sheets are scanned documents used to verify the number of answer documents to be scored. Pre-filled SSID sheets as well as blank SSID sheets will be provided for the *DSTEP* assessment. Corrections to pre-filled or hand-entered information are not permissible; complete a new (blank) SSID sheet with accurate information to prevent scoring delays.

The information on the following page must be completed on SSID sheets:

**If your district and/or school would like to be able to review the student results by classroom level, side 2 of the SSID sheet must be filled out.**

**SIDE 1**

(A) GRADE	Print the grade.
(B) TEACHER, COUNSELOR OR GROUP	Print the name of the Teacher.
(C) GRADE	Fill in the circle for the grade.
(D) NUMBER OF DOCUMENTS	Fill in the total number of answer documents for the particular group. Number must be right-justified; enter leading zeros.
(E) SCORING CENTER USE	HOME SCHOOLS ONLY Grid "8" in columns 1, 2, and 3.
(F) SCORING CENTER USE	ALL OTHER NON-ACCREDITED Grid "9" in columns 1, 2, and 3.

**SIDE 2: (Optional)**

(G) IF YOU ARE USING THIS SIDE, PLEASE MARK THIS CIRCLE	Fill in this circle.
(H) TEACHER, COUNSELOR, OR GROUP NAME	Print the name in the boxes then fill in circles under each letter.

The following pages include a sample SSID sheet.

# Sample SSID Sheet (Side 1)

SIDE 1

**PEARSON**

## SCORING SERVICE IDENTIFICATION SHEET

FOR USE WITH NCS DOCUMENTS  
UNDER DOC. NO. 5-1-2001.

THE SPECIFIC DIRECTIONS FOR THE USE OF THIS  
SHEET ARE GIVEN IN THE MATERIALS PROVIDED  
FOR THE TEST OR SURVEY BEING ADMINISTERED.  
PLEASE READ THEM.



PLEASE SUPPLY THE FOLLOWING INFORMATION:

SYSTEM \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_

SCHOOL \_\_\_\_\_

GRADE \_\_\_\_\_ TEST DATE(S) \_\_\_\_\_  
IF APPLICABLE

TEACHER, COUNSELOR OR GROUP \_\_\_\_\_  
IF DOCUMENTS BEING GROUPED WITHIN SCHOOL

### SCHOOL NAME

PRINT THE SCHOOL NAME IN THE ROW OF BOXES, ABBREVIATING IF NECESSARY TO FIT THE TWENTY SPACES; THEN MARK THE CORRESPONDING CIRCLE BELOW EACH BOX.

GRADE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PRE-K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(USE ONLY WITH PUBLISHER'S ADVICE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNGRADED	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OTIS-LENNON SEPARATE DOCUMENTS TAKEN?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### SCHOOL CODE (optional)

NUMBER OF DOCUMENTS  
PRINT ONE NUMERAL PER BOX, RIGHT JUSTIFIED (e.g., 0032); THEN MARK THE CORRESPONDING CIRCLES.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

### FOR SCORING CENTER USE

1	2	3	4	5	6	7	8	9	10	11	12	13	14
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9

### CALCULATOR NORMS

☐ YES  
☐ NO

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TPC 81540

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

015-4778-07-9

81540 02

P806

DSTEP

## DSTEP

IF YOU ARE USING THIS SIDE, PLEASE MARK THIS CIRCLE.  ☐

**TEACHER, COUNSELOR, OR GROUP NAME**  
PRINT THE NAME IN THE BOXES, JUST AS YOU WANT IT TO APPEAR ON THE REPORTS; THEN MARK THE CORRESPONDING CIRCLES.

[illegible][illegible]

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**If your district and/or school would like to be able to review the student results by classroom level, side 2 of the SSID sheet must be filled out.**

For districts/schools that want to review student's results by classroom, each teacher/examiner must complete both sides of the SSID sheet and place the completed SSID sheet on top of their classroom's stack of response booklets.

Test coordinators are to verify that each teacher/examiner has completed an SSID sheet for each classroom and that an SSID sheet for each classroom is on top of the stack of answer documents for that classroom within the paper band. Verify that the NUMBER OF DOCUMENTS section is completed on each SSID sheet. Organize the answer documents for each classroom so that the side with the student name grid is facing up and the margin that contains the black horizontal bars is on the left. Check that different classroom groups (grades 3 through 5) are NOT paper-banded behind a single SSID sheet. Enter the total number of classroom groups for each grade and the total number of answer documents for each grade within each building on the Master File Sheet.

If your district/school decides not to have the ability to review the student results at the classroom level, the teacher/examiner will be required to complete the information on the paper band and return their students' answer documents.

Test coordinators are to total the number of answer documents returned from ALL teacher/examiners by grade and complete one SSID sheet for the total number of answer documents for each grade within each building. Ensure that the NUMBER OF DOCUMENTS section is completed on the SSID sheet. Place the SSID sheet for each grade on top of the stack of answer documents within the paper band. Organize the answer documents for each grade so that the side with the student name grid is facing up and the margin that contains the black horizontal bars is on the left. Enter the total number of answer documents on the Master File Sheet.

Verify and/or complete the SSID sheets ensuring the following:

- The school name has been gridded/pre-filled correctly.
- The appropriate grade section has been gridded.
- Each SSID sheet has the correct number of documents entered and gridded.
- All paper-banded bundles have completed information on the paper band.

## Organize *DSTEP* Test Materials

### SCORABLE *DSTEP* Answer Documents

Test coordinators must return ALL scorable *DSTEP* answer documents as soon as possible after testing is complete **to arrive at Pearson NO LATER THAN April 23, 2010**. Failure to ensure your materials are returned to Pearson by **April 23, 2010, may result in significant delays** of your district and state data. Please be sure you have arranged for pick-up of your *DSTEP* scorable materials by **April 21, 2010** to allow receipt at Pearson by **April 23, 2010**.

Be sure to include the following documents paper-banded with SSID sheets by classroom or grade:

- completed scorable answer documents, including answer documents transcribed for students assessed with the Braille and large-print versions

Scorable answer documents should be returned to Pearson using **FedEx “2nd-Day Air”** and **ORANGE “Scorable”** labels.

**NOTE:** Scorable answer documents must be sent as a SINGLE SHIPMENT from each district to the Pearson Scoring Center. Do **NOT** mix SCORABLE documents with NON-SCORABLE test materials.

### NON-SCORABLE *DSTEP* Test Materials

The following non-scorable test materials should be boxed and returned to Pearson using **FedEx** and **GREEN “Non-scorable”** labels:

- *DSTEP* regular-print test booklets for grades 3 through 8 and 11
- *DSTEP* DFA (all grades)
- unused answer documents

ALL used/unused Braille test booklets, large-print test booklets, and large-print answer documents should be packaged in separate cartons (boxes that materials arrived in) and returned to:

**Martha Lopez, Project Manager**  
c/o Pearson  
19500 Bulverde Road  
San Antonio, TX 78259

If you have an answer document that you applied a Pre-ID label to and the student was not assessed, you must complete a testing irregularity form and sent the Department of Education. Write across the document “DO NOT SCORE” and include with the non-scorable test materials.

## Return SCORABLE *DSTEP* Answer Documents

When packing scorable answer documents for return to Pearson, use boxes in which the answer documents will not shift, such as the dual-purpose cartons in which you received your test materials. The dual-purpose cartons in which your test materials were shipped were designed to be used for both shipping test materials to districts and returning test materials to Pearson. To use these cartons for returning your test materials—

1. fold down the flaps that were used to ship materials to you from Pearson, then
2. fold down the flaps labeled “Affix Shipping Return Label Here,” and then
3. tape the cartons across the words “Tape Here.”

All empty space should be filled with crumpled paper. DO NOT use shredded paper or foam “peanuts,” as these will damage the answer documents.

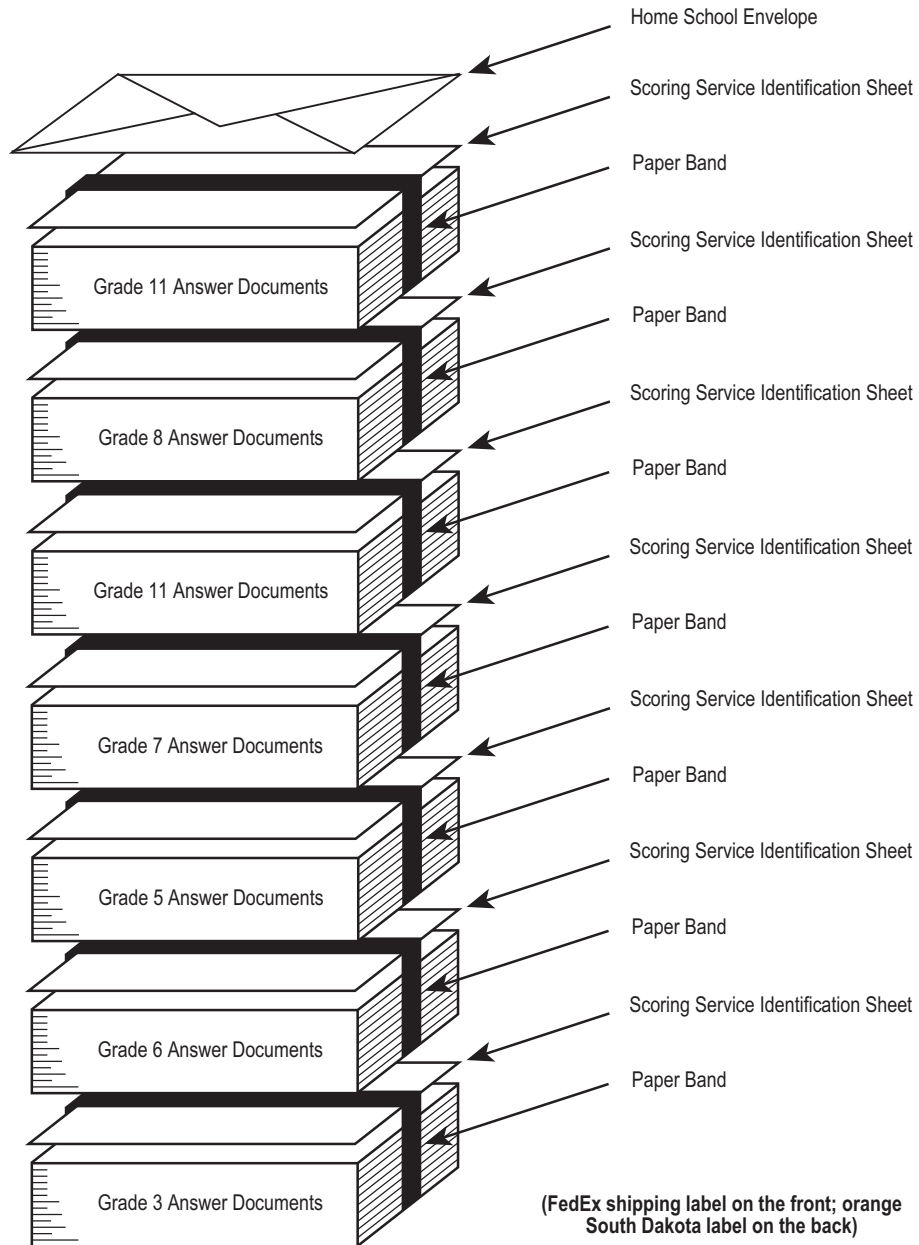
**Pre-paid FedEx shipping labels as well as ORANGE and GREEN Pearson return labels are provided in your *Test Coordinator’s Kit*.** The FedEx labels have been preprinted with the delivery address of Pearson’s Scoring Center and your district’s information.

Affix the **FedEx “2nd-Day Air”** label(s) and the **ORANGE “Scorable”** return label(s) on the box(es) of MACHINE-SCORABLE answer documents. Complete all information on the ORANGE label. If more than one carton is needed, label the cartons serially. For example, a shipment of four cartons would be labeled “Box 1 of 4,” “Box 2 of 4,” “Box 3 of 4,” and “Box 4 of 4.”

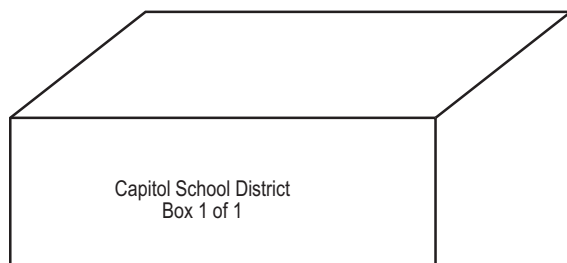
**Place the ENVELOPE(S) containing SAT 10 scorable answer document from Home School in Box 1 of your shipment of *DSTEP* assessment materials.**

Refer to additional information and instructions in the *Stanford Achievement Test for Home School and Non-Accredited Programs* section.

## 1. Use One Envelope



## 2. More than One Envelope: Pack in a Sturdy Box



(FedEx shipping label on the front; orange South Dakota label on the back)

## Return Non-Scorable *DSTEP* Assessment Materials

Non-scorable test materials may be shipped (packaged separately) at the same time as scorable materials or at a later date, but it must be within 2 weeks of the conclusion of testing.

The following non-scorable secure test materials must be returned to Pearson after the administration:

- all USED and UNUSED *DSTEP* test booklets
- all *DSTEP* DFA
- all UNUSED *DSTEP* answer documents

Unused SSID sheets may be returned to Pearson or destroyed at the district/school level.

Affix the **FedEx** label(s) and the **GREEN “NON-SCORABLE”** return label(s) to the box(es) of non-scorable test materials (test booklets, DFAs, etc.). Complete all information on the GREEN label. If more than one carton is needed, label the cartons serially. For example, a shipment of four cartons would be labeled “Box 1 of 4,” “Box 2 of 4,” “Box 3 of 4,” and “Box 4 of 4.”

## Ship Assessment Materials to Pearson

You are responsible for the return of ALL *DSTEP* **SCORABLE** assessment materials via FedEx to:

Pearson Scoring Center  
2510 North Dodge  
Iowa City, IA 52245

You are responsible for the return of ALL *DSTEP* **NON-SCORABLE** assessment materials via FedEx to:

Pearson  
7405 Irish Drive SW  
Cedar Rapids, IA 52404

Pre-paid FedEx labels are provided in your *Test Coordinator’s Kit*. The labels are preprinted with the Scoring Center’s delivery address and your district’s information. Should you require additional return labels, please contact the Pearson Customer Support Center at 1-888-827-1089.

**Contact FedEx at least 2 days in advance of desired pickup date:**

**1. Dial 1-800-Go-FedEx (1-800-463-3339).**

**2. Enter the prompt 9.**

**The recording will say “Got it, Premier Customer Service Program.”**

**3. The recording will ask for the account number.**

**Please enter the following PIN: 999 999 922.**

Contact FedEx at least two days in advance to arrange for the collection of your scorable and non-scorable materials. Early shipment is encouraged. Shipments must be ready for collection on the day FedEx specifies retrieval. Return trips by FedEx to your school district will delay the return of your scorable materials to the Pearson Scoring Center and result in scoring delays. (Test coordinators may ship non-scorable test materials at the same time as scorable materials or at a later date.)

**Thank you for your time and effort ensuring the successful administration of the *DSTEP* assessment.**

# Part 9

## Home School

### Stanford 10 Administration for Home School and Other Non-Accredited Programs

All Home School and other Non-Accredited Alternative Instruction Programs (13-27-3) are required to test grades 2, 4, 8, and 11 using the *Stanford Achievement Test Abbreviated Battery, Form D* (SAT 10). The SAT 10 test materials will be provided by the state and must be ordered through local school districts. Other nationally standardized achievement tests may be used, but will be provided at the expense of the child's parent or guardian. If a home school parent uses a test other than the SAT 10 provided by the public school district, a copy of the test results must be provided to the public school.

#### **Spring 2009 Administration: Critical Dates**

March 26, 2010	Material shortages must be reported to the Pearson Customer Support Center at 1-888-827-1089. <i>Requests received after this date may not arrive in time for the administration.</i>
March 29–April 16, 2010	SAT 10 Administration (Home School)
April 21, 2010	LAST DAY for scorable documents to be picked up by FedEx
April 23, 2010	LAST DAY for scorable documents to be delivered to Pearson's Scoring Center
June 2010	Districts receive SAT 10 (NRT) reports

***Dakota STEP* and *DSTEP-A* assessment materials are NOT to be used for Home School or other Non-Accredited Alternative Instruction Programs.**

**For questions or additional information, contact the  
Pearson Customer Support Center at 1-888-827-1089.**

### Activities Before Administration

The administration of the *Stanford Achievement Test Abbreviated Battery, Form D* (SAT 10) should be administered during the *Dakota STEP* administration period of **March 29–April 16, 2010**. Contact parents of students in home school and other non-accredited programs to make arrangements and order assessment materials if necessary.

### Order Assessment Materials for Home School and Other Non-Accredited Programs

Inventory the unused SAT 10 test materials that your district has in storage BEFORE placing your order. Compare the test materials on hand to the number of students to be tested, and order only the additional materials needed.

Once you have determined the needed quantities, fill out the Home School Order form with the quantities needed. When filling out the home school order form, each component needed must be ordered. If you indicate you need a test booklet, that is all you will receive, so if you need additional answer documents, you will need to order them separately. Once you have completed the order form, you need to fax the order form to 1-800-500-8865; after faxing the order form, send an email to [southdakotateam@support.pearson.com](mailto:southdakotateam@support.pearson.com). After receipt of the order, Pearson staff will place the order through customer service and provide a confirmation email when the order is approved.

**Fax your completed order form to 1-800-500-8865, and send an email to [southdakotateam@support.pearson.com](mailto:southdakotateam@support.pearson.com).**

## **Receive and Inventory Assessment Materials for Home School and Other Non-Accredited Programs**

Verify the contents of the SAT 10 assessment materials shipment against the quantities indicated on the packing slip and determine if there are sufficient assessment materials for each test examiner and student.

**If there is a discrepancy between the packing list and the quantities received, or if additional assessment materials are needed, contact the Pearson Customer Service Center at 1-800-328-5999.**

Organize the assessment materials by examiner to facilitate distribution prior to administration. Retain the shipping cartons for use when returning assessment materials to Pearson.

## **Ensure the Security of Assessment Materials**

Test security agreement/affidavits must be completed prior to the administration of the *Stanford Achievement Test* for Home School and other non-accredited programs. By signing this document, you are agreeing to exercise necessary precautions and to follow established procedures that will ensure the security of the content of all assessment materials.

### **Before the administration of the *Stanford Achievement Test*,**

1. **Fill in the title of the *Stanford Achievement Test* (SAT 10) assessment on the *Test Security Agreement/Affidavit*.**
2. **Review and sign the *Test Security Agreement/Affidavit* for Test Coordinators.**
3. **Copy and disseminate the *Test Security Agreement/Affidavit* to all proctors and collect the signed document prior to distributing assessment materials.**
4. **Send the original *Test Security Agreement/Affidavit* to:**

Gay Pickner  
c/o South Dakota Department of Education  
700 Governors Drive  
Pierre, SD 57501

5. **Retain copies of the *Test Security Agreement/Affidavit* for your records.**

## Distribute Assessment Materials to Test Examiners

Distribute test materials to test examiners and verify that an accurate accounting of materials is maintained. Emphasize the importance of following test security guidelines and instructions provided in the *Stanford Achievement Test Directions for Administering*.

## Activities After Administration

### Collect Assessment Materials

Collect all Home School assessment materials from examiners. Separate the scorable answer documents from the non-scorable assessment materials and continue with the verification and organization process of the scorable documents.

Store all unused and reusable grade 2, 4, 8, and 11 test materials in a secure area for use in future administrations. Prepare accurate documentation regarding the grade levels and quantities of SAT 10 test materials in storage and where the test materials are stored. Keep this information in a file accessible to other administrative personnel.

### Organize Student Response Booklets

**Separate the test materials for all students participating in home school and other non-accredited programs.** Organize these answer documents by examiner group and ensure that

- student answer documents have been received from ALL examiners;
- student's responses have been made with a black, soft-lead (No. 2) pencil. Light marks and marks made with colored pencil, ink, or felt-tip pen cannot be properly scored, and these should be marked over with a black, soft-lead (No. 2) pencil; and
- student information that is written above the circles in each box of the answer documents is accurately gridded below the information.

### Complete the Scoring Service Identification (SSID) Sheets

**Complete an SSID sheet for each examiner's group of answer documents.** Place the SSID sheet for each group on top of the answer documents and secure with a paper band.

- Fill in and grid the school name and code. Reports will be sent to this location.
- Verify that the appropriate grade has been entered and gridded
- Verify that each SSID Sheet has the correct number of documents entered and gridded
- Ensure that all paper-banded bundles have completed information on the paper band

The following information must be completed on SSID sheets:

**SIDE 1**

(A) GRADE	Print the grade.
(B) TEACHER, COUNSELOR OR GROUP	Print the name of the Examiner.
(C) GRADE	Fill in the circle for the grade.
(D) NUMBER OF DOCUMENTS	Fill in the total number of answer documents for each examiner. Number must be right-justified; enter leading zeros.
(E) SCHOOL NAME AND CODE	Fill in and grid the name and school (where reports will be sent).
(F) SCORING CENTER USE	HOME SCHOOLS ONLY Grid "8" in columns 1, 2, and 3.
(G) SCORING CENTER USE	ALL OTHER NON-ACCREDITED Grid "9" in columns 1, 2, and 3.

A sample SSID sheet is provided on the following page.

# Home School

60

## Home School

IF YOU ARE USING THIS SIDE, PLEASE MARK THIS CIRCLE.  ☐

**TEACHER, COUNSELOR, OR GROUP NAME**  
PRINT THE NAME IN THE BOXES, JUST AS YOU WANT IT TO APPEAR ON THE REPORTS; THEN MARK THE CORRESPONDING CIRCLES.

[illegible]

GROUP CODE (optional)

[illegible]

780154778079

9 780154 778079

81540 01

## Pack SCORABLE Materials

Place the SCORABLE answer documents in the WHITE ENVELOPE provided in your *Test Coordinator's Kit*. This envelope should be placed in Box 1 of your shipment of *Dakota STEP* scorable answer documents.

Thank you for your time and effort ensuring the successful  
administration of the *Stanford Achievement Test*.

## South Dakota Department of Education

### REPORT OF TEST IRREGULARITY

If it is determined that an irregularity in testing has occurred, the local district is to fax this form within 24 hours of the occurrence to the SD Department of Education 605-773-3782. The form may also be emailed to [Gay.Pickner@state.sd.us](mailto:Gay.Pickner@state.sd.us)

District \_\_\_\_\_

School \_\_\_\_\_

Date \_\_\_\_\_

Test Coordinator \_\_\_\_\_ Phone \_\_\_\_\_ E-Mail \_\_\_\_\_

#### Description of Irregularity

Name of student:

SIMS#:

What session/subject was not completed:

Description:

Action taken to correct:

What actions will be taken to avoid this type of incident again?

# TEST SECURITY AGREEMENT/AFFIDAVIT

## *For District Personnel and Test Coordinators*

I acknowledge that the (*circle one*) ACCESS DSTEP-A DSTEP 8<sup>th</sup> Grade Technology Test  
SAT 10 (Home School) is a secure assessment and agree to the following conditions of use to ensure test security:

1. I have received the training necessary to administer the assessment as indicated above.
  - a.) (8<sup>th</sup> grade technology assessment only) have read and understand the portion of the coordinators/proctors packet entitled 21st Century Skills Assessment Guide which applies to my role in the testing process. Website: <http://platform.learning.com/help/21csa-sd/index.htm>
2. a) I will take all necessary precautions to safeguard all test materials by limiting access to persons within the school district or agency with a responsible, professional interest in the test's security.
  - b) The names of all persons having access to the materials will be kept on file.
  - c) No portion of the testing materials may be reproduced.
3. a) I will keep all testing materials in a secure location, except on actual testing dates, limiting access to those responsible for their security.
  - b) Secure test materials, including test booklets, will be delivered to examiners no sooner than the date of testing, unless logistics dictate an earlier delivery date.
  - c) Test materials will be kept secure until they are actually distributed to students.
  - d) In no case will students be permitted to remove test materials from the room where testing takes place.
4. I will not disclose or allow to be disclosed the contents of the testing instrument.
5. Upon completion of testing, I will return all test materials to the designated test coordinator of the school district, who will in turn return all test materials.
  - a.) (8<sup>th</sup> grade technology assessment only) I will return all test materials (ids/password card, any paper version, directions, etc) to the designated test coordinator of the school district, who will in turn either destroy or return all test materials to the appropriate place.
6. I will develop, distribute, and enforce disciplinary procedures for the violation of test security by district or agency staff.
7. During the test, plan for, ensure the appropriate use of, and follow appropriate procedures for students with disabilities, 504 and/or limited English proficiency as documented on their individual education plan.
  - a) Ensure accommodations documented for statewide assessment have also been documented as instructional accommodations and have been provided to the student throughout the year.
  - b) Ensure accommodations are appropriate and necessary for students to access statewide assessment without giving an unfair advantage.
  - c) Ensure students have had the accommodation in place for 5 weeks prior to testing.
  - d) Plan testing arrangements to ensure accommodations are administered in an appropriate manner with trained personnel.
  - e) Cross check students individual plan and with student's teacher/examiner to ensure accommodations are documented and administered prior to testing and coding demographic information.

District/Agency: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Physical Address: \_\_\_\_\_

City/State/ZIP: \_\_\_\_\_

Test Administered:

☐ ACCESS

☐ DSTEP-A

☐ DSTEP

☐ 8<sup>th</sup> Grade Technology Test

☐ SAT 10 (Home School)

**Test Booklets Issued**

**Date:**

**Number:**

**Teacher Initials:**

**Test Coordinator Initials:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Test Booklets Returned**

**Date:**

**Number:**

**Teacher Initials:**

**Test Coordinator Initials:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

By signing my name to this document, I am assuring Pearson and SDDOE that I and anyone having access to the test materials will abide by the *Test Security Agreement/Affidavit* conditions.

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**Return this signed *Test Security Agreement/Affidavit* to your test coordinator after receiving test materials.**

**TEST COORDINATORS—Send all teacher/examiner *Test Security Agreements/Affidavits***

**South Dakota Department of Education**

**ATTN: Gay Pickner**

**700 Governors Drive**

**Pierre, SD 57501**

Retain copies of the teacher/examiner *Test Security Agreements/Affidavits* at the district office

## GLOSSARY

**Accommodations**—special testing conditions and methods allowed for certain students, primarily those with disabilities or with limited English proficiency

**Adequate Yearly Progress (AYP)**—set of accountability measures for states, districts, and schools contained in the No Child Left Behind Act of 2001 (NCLB) covering student achievement, based on each state’s academic content and student achievement standards and statewide assessments

**Bias**—advantage or disadvantage conferred upon groups of students because of certain personal characteristics (such as gender, race, ethnicity, religion, socioeconomic status, disability, or geographic region), unrelated to mastery of the content

**Blueprints**—psychometric recommendations of valid quantities of test questions per content standard to obtain valid test results  
(<http://doe.sd.gov/octa/assessment/dakSTEP/index.asp>)

**Cognitive Complexity**—system used to classify *DSTEP* items according to the complexity of the steps and processes they require students to use (Bloom’s Taxonomy of Thinking Skills)

**Content Domain**—the information or skills contained in an area of study. The content areas (or subject areas) assessed on the *DSTEP* are reading, mathematics, and science.

**Content Standard**—expected outcomes for all students completing each grade level; a statement of what students should know and be able to do at each grade level  
(<http://doe.sd.gov/contentstandards>)

**Criterion-Referenced Test (CRT)**—assess how well students perform on specific goals or standards; also referred to as standards-based tests

**Cut Score (Cut point)**—a score that marks the threshold between two or more levels of performance (e.g., basic, proficient, and advanced)  
(<http://doe.sd.gov/octa/assessment/dakSTEP/cutscores.asp>)

**Dakota STEP (DSTEP)**—the South Dakota State Test of Educational Progress

**Directions for Administering (DFA)**—the directions booklet that accompanies each level of a test; used by the test administrator when giving the test to students

**Domain**—content area

**ESEA**—the *Elementary and Secondary Education Act of 1965*

**Field Test Item**—a newly created or modified test question that is administered to students for the purpose of analyzing the performance of the item rather than student performance

**Individual Education Plan (IEP)**—describes special education services provided. Also specifies the testing accommodations a student needs for classroom instruction and assessments.

**IDEA**—The Individuals with Disabilities Education Act of 2004 (IDEA) requires the development of policies and procedures for the inclusion of students with disabilities in statewide assessment and, when necessary to ensure a student’s full participation, the provision of testing

**Item**—any test question or task for which a score point is awarded; a stem or stimuli and responses for which a score or set of scores is to be recorded

**Multiple Choice (MC) Items**—items that present students with two or more options from which to choose, only one of which is correct; also known as selected response items. Subtests of the *DSTEP* have three to five options depending on the individual subtest.

**NCLB**—the *No Child Left Behind Act of 2001*

**Operational Items**—items that count toward a student’s score; “live” items

**Performance descriptors**—bridge the content standards to assessments of the standards, provide information to teachers and students regarding student progress toward mastery of the standards, and give them specific targets for instruction and learning. The performance descriptors are organized into proficiency levels. These proficiency levels describe how a student at that level would be expected to perform the grade-level standards.

**Raw Score**—a score that reports the number of points a student earned on each test item, cluster/strand, or subtest. Students earn one raw score point for each correctly answered multiple-choice item. Raw scores are reported as content sub-scores.

**Reliability**—desired characteristic of a test; achieved when measurement error is minimized

**Scaled Score (SS)**—a standard score derived from the Number Correct (Raw Score) that indicates performance on all forms and levels of a given test along a single comparable scale. It facilitates conversions to other score types and the study of changes in performance.

**Section 504**—special classification of students as defined in Section 504 of the *Rehabilitation Act of 1973*. Testing accommodations are permitted for students who meet the Section 504 criteria.

**Validity**—desired characteristic of a test; achieved when the test actually measures what it is intended to measure











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